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ABSTRACT

Nineteen units of lesson plans for teaching career orientation and exploration to students in grades 8 and 9 stress positive attitudes, self-knowledge, occupational information, and basic career skills; topics range from world-of-work orientation, self-appraisal, and occupational clusters to tentative career choice, job application, and career advancement. Lesson plans designed to achieve a unit's objectives are presented in brief outlines which sometimes suggest teaching methods and student activities and sometimes offer only a list of concepts or facts to be developed. Some units include a list of resources and supplementary projects; in others, the resources, such as filmstrips, are incorporated into the lesson plans. In some units, no resources are mentioned. Learning activities range from role playing, guest speakers, and panel discussions to chanting verses, composing slogans, and making visual aids to emphasize positive thinking; lecture, discussion, and paper-and-pencil exercises are most often prescribed, however. Personality traits of friendliness, neatness, and loyalty are stressed. The document includes copious supplementary materials ranging from elementary to moderately sophisticated, such as visual aids and self-tests, and hand-outs which include fact sheets and personal inventories and checklists. Vocabulary and spelling lists and pre- and post-tests are appended. (AJ)

Career Orientation And Exploration

**Lesson Plans
for
Grades Eight and Nine**

ESEA, Title III

State Department of Education

Jefferson City, Missouri

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CAREER ORIENTATION AND EXPLORATION

LESSON PLANS

FOR

GRADES EIGHT AND NINE

CURRENT RIVER AREA VOCATIONAL SCHOOL

Doniphan, Missouri

August 1973

ESEA, Title III

State Department of Education

Jefferson City, Missouri

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FOREWORD

The components for education in today's schools should meet the pupil's need to understand himself in order for him to set realistic goals. In order to do this, both instruction and guidance should seek out and use all appropriate resources in aiding the student in approaching these goals. The right to choose one's occupation is a basic American freedom and the search for personal identity is a central theme in today's life and thought.

The school staff should seek to establish a working, meaningful relationship with each student. Through the interaction between the student and the school staff, he would be aided in analyzing his behavior and evaluating it in terms of his own needs and goals. This results in his becoming intensely involved in his own learning. The student can think through his own problems and arrive at a better perception of self. There is great power in a positive self-concept. The most explicit example of this is Leonardo Da Vinca's answer when someone asked him what his greatest accomplishment was. He replied simply, "Leonardo Da Vinca."¹

Teaching, learning, and guiding are all central to learning. Also, individualization of the whole school experience is the goal of all the school staff. It is hopeful that through his learning the individual student would begin to think of himself as a unique person capable of self-direction. By self-direction he may begin to evaluate his experiences which could result in vocational planning and even adaptive or adjustive action.

¹Doris J. Shallcross, "Creativity: Everybody's Business," American Personnel and Guidance Journal, 5:73, p. 626.

Psychologists have known for some time that people react to situations and facts as they see them. The direction of a student's reactions seems to him the best and most effective acts he can perform in a particular circumstance at a given time. If the situation appears enhancing, he reacts in this direction. If it seems to threaten him, he chooses another. These decisions become his life-style pattern--be they good or bad for the individual. It would appear that any effort made to make the individual's views of himself and his world more realistic would readily lead to his ability to adjust his life style.

As the student gains insight and proficiency in developing a suitable life style for himself, he begins to relate with increasing confidence to his environment in terms of personal role and function. Varied opportunities for advanced planning through a storehouse of experiences can prove very valuable in assisting the student to make a sound preparation for a rewarding future life. This will call for integrating his personal development with course selection and future career choice. At first this can be done through a continuation of exploration and research at all levels in the World of Work. After exploration and research, the student is left to make choices in course selection, career planning, and ways to achieve success in the career of his choice.

If students study their interests and abilities, this often initiates greater insight and understanding toward a practical exploration of the World of Work. A good Career Orientation Program is designed to encourage youth to explore careers that interest them in their present stage in life. Interest surveys are designed to aid youth in a suitable course of action which would help them in achieving satisfying goals.

If a school is to be successful in aiding students in a career-plan-

ning program, there must be proper planning. The materials used and the selection and training of personnel to initiate such a program would be important facts to consider.

It is hoped that the suggested materials in this bound book would be presented to the student in such a way and in his own peer setting that he will be motivated. If properly motivated, the student will give a meaningful response suited to his own needs and would be reinforced toward further exploration on an individual basis--a self-initiated course of action. At the same time this learning would be taking place in a group situation.

How resourceful the teacher is in integrating the program within the regular curriculum would be measured by the interest and involvement shown by the student. Hopefully the outgrowth of the program would be an increase in self-identity. This should minimize the time needed by the student in planning a course of action in career exploration and development.

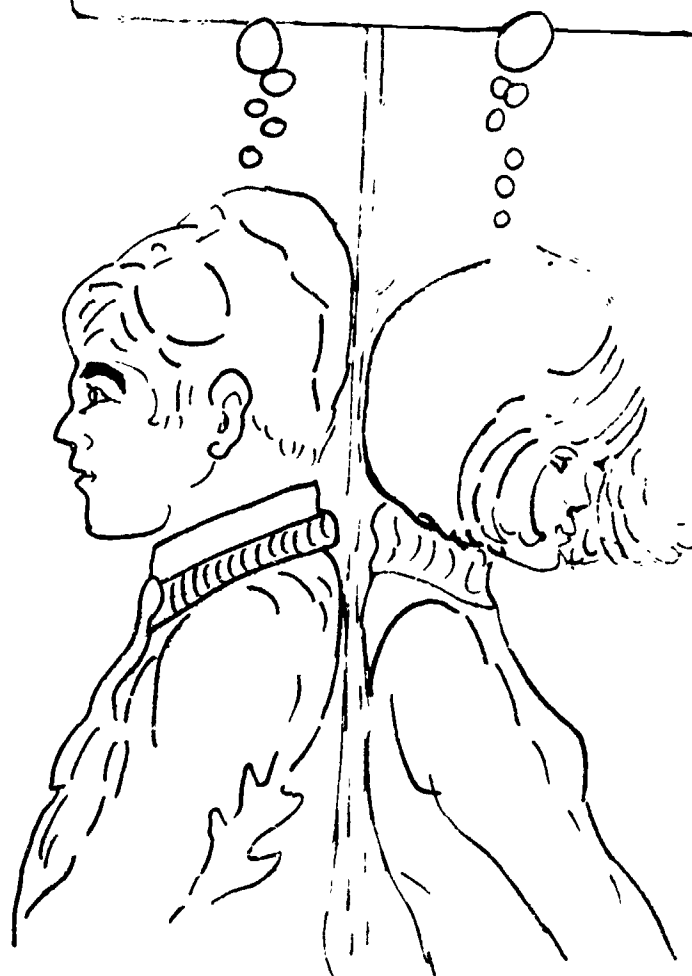
Career development should no longer be thought of as a special supplementary service available only through the guidance department of the school but rather as an integrated part of the school system. Therefore, it must find its goals within the general goals of the educational system.

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OCCUPATIONAL ORIENTATION

YOUR BACK
NEED NOT
BE AGAINST
THE WALL



UNIT 1
OCCUPATIONAL ORIENTATION

I. OBJECTIVES

1. To provide student with sound basis for job choices.
2. To create informal atmosphere in which students will exchange ideas, opinions, and attitudes regarding themselves and the world of work.
3. To provide students with information to start involvement in career decision making.
4. To cause student to realize the importance of education, both formal and informal, in attaining his life's goals.
5. To aid student in developing an awareness of his potential and how it relates to his needs now and later.

II. LESSON PLANS

A. LESSON 1 - Introductory Lesson

1. Pose Question -- "Why do people work?"
 - a. List reasons on blackboard
 - (1) physical needs
 - (2) social needs
 - (3) material needs, etc.
2. Discuss things contributing to changes in ways of earning a living as wheel, steamboat, plow, steel, automobiles, frozen food processing. Next list jobs created by these inventions.
3. Show how jobs are related even though some require more training, more responsibility, and are more difficult to learn.

B. LESSON 2

1. List one familiar occupation on the board like "teacher".
 - a. List under this some of the things a teacher needs in order to teach -- books, pencils, maps, paper, desks, carpentry tools, electrician's tools, heat, etc. Discuss occupations found in supplying these needs.
 - b. Conclusions:
 - (1) Each worker depends on many others.
 - (2) Each job demands some preparation.
 - (3) There exists a variety of jobs.
 - (4) Each job is important.
2. Have student choose another occupation and list others upon whom this worker depends.

C. LESSON 3

1. Have the students write "Restaurant Work" on a sheet of paper at the top. List jobs found in the work. Have students number them in 1, 2, 3, etc. order as to salary, prestige, etc.
2. Discuss, when all are finished, giving students a chance to defend their choices.

D. LESSON 4

1. Discuss what would happen to a community if it were faced with this situation:
 - a. no ambulance service
 - b. no street maintenance men
 - c. no appliance repairmen
 - d. no sheriff or law enforcement people
 - e. no doctor
 - f. no grocery store owner
 - g. no lawyer
2. Write a paragraph or list some of the difficulties arising from each one of the community situations above. This should lead to next assignment.

E. LESSON 5

1. Give the students the fact sheet (Handout 1) for discussion with group. These facts will act as motivational "tips" for future study.

F. LESSON 6

1. Ask for volunteers to do some follow-up on a last year's graduate or a drop-out.
 - a. Questions to ask graduate or drop-out.
 - (1) Are you employed?
 - (2) Are you satisfied?
 - (3) Were you adequately trained for your job?
 - (4) What would you change about your high school classes if you had to go through high school again?
 - (5) Do you plan to take more training?
 - (6) Have you changed jobs at least once?
 - (7) What steps could I take to avoid some of the "pit falls" you have experienced?

G. OTHER SUGGESTED ACTIVITIES

1. Write a short paper on "My Plans for the Future."
2. Tour counselor's office to acquaint students with equipment, materials, audio-visual aids, etc., that aid in occupational

planning. (This may be done in small groups so students will ask questions.)

3. Assign or let students pick one job such as carpenter, beautician, or pilot. Write how their duties differ.
Example: Beautician may instruct, give permanents, style hair, etc. Try to think of some personal qualities more beneficial in one job than another.
4. Show Film Strips:
 - a. "What is a Job?", "What are Job Families?", "What Good is School?", Educational Film Strips, Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Illinois.
 - b. "How To Get and Keep Your First Job", Guidance Associates, Pleasantville, New York.
5. Debate: Take a required course in the school curriculum and discuss why it is or is not, needed in planning for a career.
Debate: Being a taxi driver is a man's job or operating a nursery is a woman's job.
6. Using the four main language-arts areas in communication -- listening, speaking, reading, and writing; list ways in each area in which one can find out about careers.
 - a. List some jobs in which one needs to be adept in each of the four methods of communication. Example: Telephone operator in a business or industry needs to be a good listener whereas, a news writer would be required to be adept at creative writing.
7. Write a paragraph or page on how you would answer him if an underclassman should ask you, "Why do I need to know about careers?"
8. Take a field trip to one industry in order to see different kinds of work performed there. After trip have each give short oral talk on the job he thinks he might like, telling the duties that worker does which appeal to him.
9. Make a list of jobs, chores or part-time employment in which you have participated. Make a check by the 2 or 3 which you have enjoyed.
10. Divide class into nine groups. Have each group prepare a presentation for the class on its topic. This will require three days or more. These should be based on previous discussions and findings.
 - a. Avoid drifting into situations where dissatisfaction follows.
 - b. Loss of time and money between end of training and becoming established in world of work.
 - c. Avoid job hopping.

- d. Aid in finding part-time employment.
- e. Find out which occupations have the more promising futures.
- f. Find out about training needs for different occupations.
 - (1) sources of financial aids in securing training
 - (2) things to know about job before taking a job
- g. Sources of finding jobs.
 - (1) employment office
 - (2) want-ads
 - (3) friends and relatives
- h. Find out about tests that aid in showing direction toward a suitable career.
- i. How to study world of work.
 - (1) groups and clusters
 - (2) read pamphlets and books
 - (3) films, tapes, records
 - (4) resource people
 - (5) field trips

11. All students should keep written assignments in notebook form for evaluation purposes.

III. EVALUATION - Test (Handout 2)

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HANDOUT 1

FACT SHEET

1. Even though we have some 30,000 different occupations, most adolescents are vaguely familiar with less than 10.
2. According to research, boys exhibit striking lack of interest in sales and clerical with their related activities even though these are among the fastest growing fields with expanding opportunities.
3. Stated occupational preferences of many youth are not commensurate with their ability levels.
4. From previous studies youth know far too little about earnings and training needed for an occupation.
5. Thirty to sixty percent of students in studies chose professional or white-collared occupations compared to fifteen percent now working in these occupations.
6. One-third of Seniors polled stated they had no occupational preference while two-thirds stated they were concerned about future plans.
7. Nine of ten girls now enrolled in high school will be employed 25 years or more away from the home. Yet, most of them appear to be concerned only with premarriage plans. Fitch in 1960 found that boys' vocational aspirations are more realistic than girls' aspirations.
8. Thirty per cent of youth are dropping out of school before high school graduation, while 43% are graduating.
9. Each year 700,000 drop-outs and 400,000 high school graduates are entering the labor market.
10. It has been estimated that by year 1975, 45% of the nation's jobs will deal with space.
11. By year 2000, 60,000 workers will be in vocations non-existent today.
12. Life expectancy of men is said to be 67; women 74.2 years. Many productive years lie ahead for today's youth.

HANDOUT 2

TEST

A Write T before true statements; F before false statements.

1. _____ Students of today have approximately 20,000 different occupations from which to choose a future type of work.
2. _____ Planning a future career should be flexible instead of pinpointing one specific job.
3. _____ A person can have an occupation and still be unemployed.
4. _____ Experimentation should be considered as a loss of time in decision-making as it relates to job satisfaction.
5. _____ Demand is a greater factor in career decision than personal satisfaction.
6. _____ Unskilled laborers are frowned upon and should be avoided in choosing a career.
7. _____ Many writers believe occupational choice is a basic expression of personality organization.
8. _____ Women and men have practically the same life expectancy.
9. _____ Duties within job clusters or job families differ greatly in many respects.
10. _____ Once an occupational commitment is made, a person should stay with it.
11. _____ Students should be given an opportunity to make suggestions concerning the type of activities which they feel will be most interesting and worthwhile.
12. _____ Work always involves monetary rewards.
13. _____ A person usually achieves more when he is working toward a goal.
14. _____ Work ethics are the same in all countries.
15. _____ The level at which a person lives is determined only by the kind of work the individual does.
16. _____ In the early high school years, it is wise to keep your ideas about your future job flexible.
17. _____ Upon graduation from high school, final career choices should be made.

B. Match the following words or phrases with their definitions by placing letter (a, b, c, etc.) in blank before definition.

- | | |
|---|-----------------------|
| 1. ____ Meaningful; related to | a. discrimination |
| 2. ____ Study of jobs in a broad sense, to provide individuals with sound basis for job choices | b. prestige |
| | c. avocation |
| 3. ____ What an individual is capable of doing | d. career orientation |
| | e. aptitude |
| 4. ____ Move to action | f. philosophy |
| 5. ____ Outlook or rules to live by | g. flexible |
| 6. ____ An individual's image as he sees it | h. self-identity |
| | i. integrate |
| 7. ____ A term used when employers refuse prospective employees because of race, color, sex, etc. | j. motivate |
| | k. relevant |
| 8. ____ The process of absorbing plans for future into formal education so that occupations may be chosen that are more meaningful and satisfying | l. potential |
| | m. role playing |
| 9. ____ Inborn traits that guide you into certain areas of work suited for you | |
| 10. ____ Capable of being changed or adjusted | |

C. Choose the best answer by underlining.

1. The best guide to choosing an occupation is to
 - a. read want-ads in newspapers
 - b. find out all you can about the highest paying jobs
 - c. try to learn all you can about your skills, abilities and interests and match them with a job requiring these factors
2. Job families pertain to
 - a. all the members in a family and what their jobs are
 - b. all occupations in one interest area
 - c. neither a or b above

3. A student in the world of today
 - a. can easily find a job suited for him
 - b. will find it difficult to find a job satisfactory to him
 - c. needs to learn all he can about self and opportunities open to him before entering world of work
4. If you are fully trained in a job you are doing today
 - a. there is little need for further training
 - b. there may be need for further training
 - c. your job could become obsolete because of technological changes
5. Career development is
 - a. an ongoing process
 - b. ended when person enters world of work
 - c. most important in junior high school
6. The occupation most likely available to a person with a high school diploma and no specialized training would be
 - a. journeyman carpenter
 - b. engineer
 - c. practical nurse
 - d. assembly line worker
7. The resources that would be likely to give Bill the most reliable information about a job would be
 - a. his counselor
 - b. his English teacher
 - c. Dictionary of Occupational Titles
 - d. novels about college life
8. The major objective(s) in a course in studying occupational orientation or career development are
 - a. help student in developing job skills before graduation
 - b. develop specific student job skills before graduation
 - c. integrate vocational and academic education
 - d. all of these
9. The world of work includes
 - a. everything that a person does in life
 - b. all the jobs and related activities in which people are employed
 - c. those things that a person does during his leisure time
 - d. only those who hold down full time jobs
10. The main purpose of classes in occupation orientation is
 - a. to encourage individuals to make a definite job choice during the school year
 - b. to teach students definite skill jobs
 - c. to provide individuals with a sound basis for job choices
 - d. to help the students get a job for the summer

11. Based on current trends, educational and training requirements for jobs are likely to

- a. increase
- b. decrease
- c. remain the same
- d. be unpredictable

D. Upper Grade Evaluation

This upper grade evaluation will help you measure how well you read directions and practice what you read.

The rules designed to help us work safely do no good unless we know them, understand them, and follow them. And, many of us don't do quite as well at following instructions as we might think.

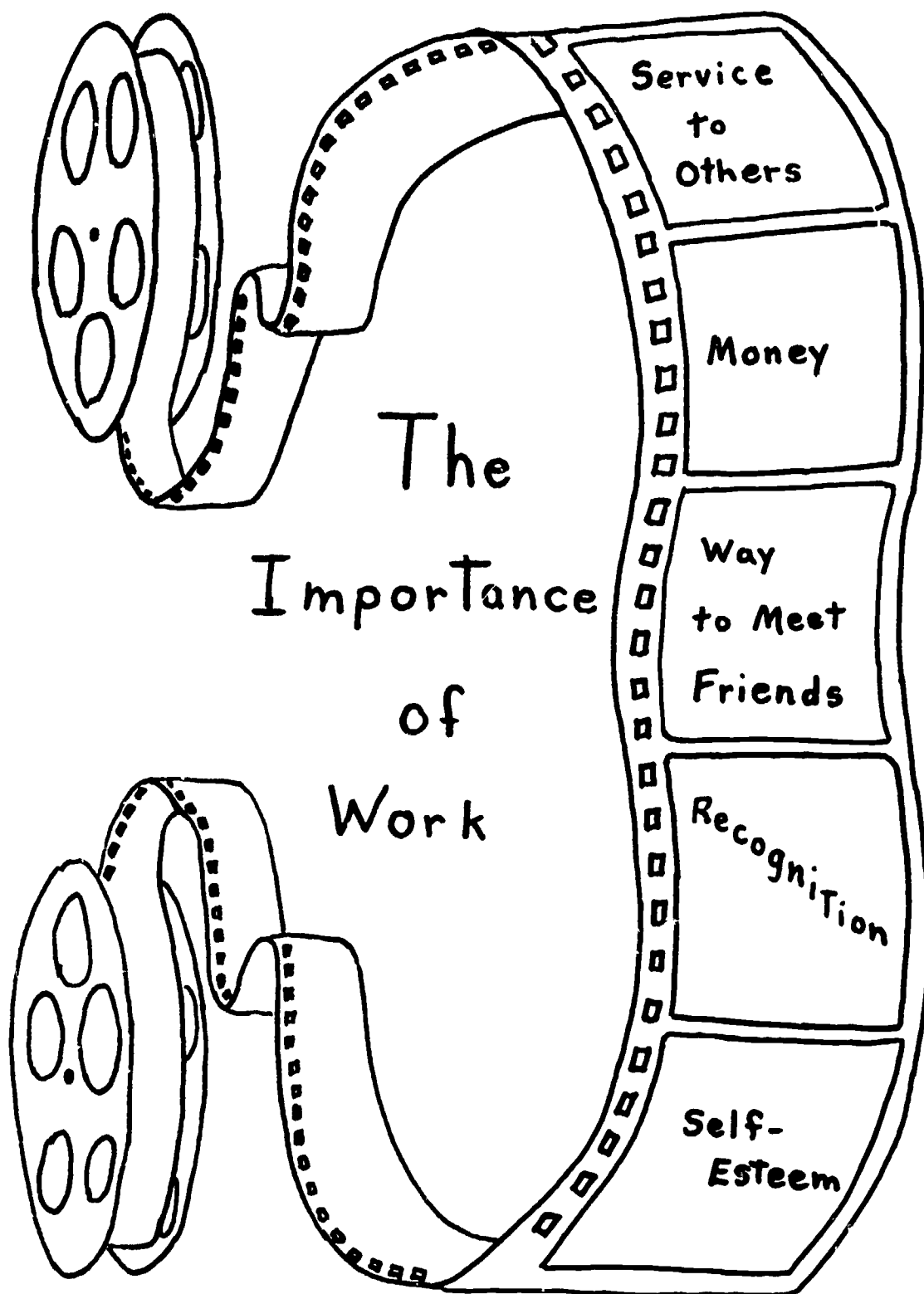
Try the test yourself and see how you compare with youngsters in the upper grades. Just concentrate, but remember you have only three minutes to finish the test.

HOW WELL CAN YOU FOLLOW INSTRUCTIONS?

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left hand corner of this page.
5. Put an "x" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "Yes, Yes, Yes."
9. Put a circle around each word in sentence No. 7.
10. Put an "x" in the lower left hand corner of this page.
11. Draw a triangle around the "x" you just put down.
12. On the reverse side of this page multiply 703 by 9805.
13. Draw a rectangle around the word "page" in sentence No. 4.
14. Circle your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, write "I have" following this sentence.
16. On the reverse side of this page add 8950 and 9850.
17. Put a circle around your answer. Put a square around the circle.
18. Write the numbers from one to ten backwards in the space below.
19. Now that you have finished reading carefully, do only sentence one and two.

TEST KEY

- A. True-False: 1. F 2. T 3. T 4. F 5. F 6. F 7. T 8. F 9. T
10. F 11. T 12. F 13. T 14. F 15. F 16. T 17. F
- B. Matching: 1. k 2. d 3. l 4. j 5. f 6. h 7. a 8. i 9. e 10. g
- C. Best Answer: 1. c 2. b 3. c 4. c 5. a 6. d 7. a 8. d 9. b
10. c 11. a



UNIT 2

THE IMPORTANCE OF WORK

I. OBJECTIVES

- A. To help the students realize that work is necessary for community well-being and is necessary as a means of contributing to the worker's level of living.
- B. To help the students realize that work provides recognition and satisfaction.
- C. To help the students develop a desire to work.

II. LESSON PLANS

A. LESSON 1 - Reasons People Work

- 1. Discuss the meaning of the word "work."
- 2. Have each student make a list of the reasons he thinks people work.
- 3. Discuss the reasons. Have each student add or delete reasons as agreed upon by the class after discussion.
- 4. Notebook work - have each student keep a list of the accepted reasons, indicating the most important ones.
- 5. Added facts to present
 - a. Work is what an adult spends most of his time doing.
 - b. Work is the production of goods or services.
 - c. The average person works 2,000 hours each year.
 - d. The total labor force in U.S. is almost 85 million.
 - e. Forty percent of these are in agricultural occupations.
 - f. Nations with low agricultural productivity have low levels of living.

B. LESSON 2 - Film Strip

- 1. Show the film strip "Job Attitudes: Why Work At All".
- 2. Discuss the film strip.
- 3. Added facts to present
 - a. Ethics establish how people act.
 - b. Work ethics are concerned with how people view work.
 - c. Much of the work ethic is rooted in religion. Most people feel that an able-bodied person is evil if he doesn't work.
 - d. Some cities and states have vagrancy laws to encourage work.

C. LESSON 3 - Work In Colonial Times

1. Use The Challenge of America - Chapter 6 "Life in the Colonies"
2. Read the first part of the chapter entitled "New England Is a Center of Trade and Farming."
3. Use the questions on pp. 135, 145 in the discussion.
4. Notebook work - list the kinds of work common in this area at this time.

D. LESSON 4 - Continuation of Lesson 3

1. Read the last part of Chapter 6 entitled "The South: Big Plantations Worked by Slaves."
2. Discuss the reading, using the questions on p. 146
3. Notebook work
 - a. List the kinds of work done in the South during Colonial times.
 - b. Make a chart showing how varying conditions in different areas caused differences in work.
4. Added facts to present
 - a. Work and attitudes toward work vary according to times and conditions.
 - b. Types of work in Colonial times were based upon the needs of that time.
 - c. Conditions caused the people of the North to have slightly different views of work from people of the South.

E. LESSON 5 - Work in the 1850's

1. Use The Challenge of America - Chapter 16 "Life in the North 1850's."
2. Read the first section entitled "The Growing North Attracts New People."
3. Assign five students to discuss the five questions on p. 181, each discussing one question.

F. LESSON 6 - Continue Work in the 1850's

1. Read the first part of Chapter 17 entitled "The Cotton South Depends on Slavery." Discuss.
2. Added facts to present
 - a. In the ancient world, work was considered evil.
 - b. The Greeks and Romans thought the Gods hated men and forced them to work. To avoid this work, men started using slaves.

- c. Conditions leading to the use of slaves in the South caused the slave owners to cling to the ancient work ethic more than the non-slave owners in the North.

G. LESSON 7 - The Machine Age

1. Use The Challenge of America - Chapter 21 "The Machine Age: Big Business and Agriculture."
2. Read the first section entitled "Industries and Inventions Spur Progress." Discuss.

H. LESSON 8 - Continuation of Lesson 7

1. Finish reading Chapter 21. Discuss.
2. Notebook work - tell how each of the following changed the world of work:

a. William Kelly	f. Transcontinental railroad
b. Henry Bessemer	g. Henry Ford
c. Andrew Carnegie	h. Wright Brothers
d. John D. Rockefeller	i. Alexander G. Bell
e. Thomas A. Edison	j. The Morrill Act
3. Added facts to present
 - a. Changes brought about by new inventions provided new and different types of work.
 - b. These changes are gradual.
 - c. The space age has made a new group of jobs available today.
 - d. The changing role of women has opened many jobs to them.

I. LESSON 9 - Speaker

1. Have a local worker speak to the class, stressing the need for his work and its satisfying aspects.
2. Have a short question and answer period.
3. Ideas to emphasize in discussion after the speaker's departure:
 - a. Work is a social arrangement.
 - b. It aids in meeting the social and psychological needs of man.
 - c. Social activities after work hours may involve fellow workmen.
 - d. Friendships are often formed at work.

J. LESSON 10 - Trip

1. Make arrangements for the class to visit a local place of employment.
2. Ask each student to note the various jobs and types of jobs available in the one place of employment.

3. Go to
 - a. factory
 - b. hospital
 - c. newspaper plant
 - d. grocery or department store
 - e. construction site
 - f. place of city or county government
 - g. police station

K. LESSON 11 - Discussion and Notebook

1. Discuss the variety of jobs observed on the field trip.
2. Make a list of locally available jobs.
3. From the list have each student select five that he feels would be most satisfying to him.
4. Have each student write a short essay on each job he has chosen, discussing the reasons it would be satisfying to him.

III. EVALUATION - Test (Handout 1)

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TEST KEY

- A. True-False
 1. T 2. T 3. F 4. T 5. F 6. T 7. F 8. F 9. T 10. T
- B. Matching
 1. c 2. f 3. a 4. g 5. b 6. i 7. d 8. e 9. h 10. j
- C. Fill-in Blanks
 1. Vagrancy laws 2. religion 3. 85 million 4. 50 5. Slavery

HANDOUT 1

TEST

A. True - False

1. ☐ During Colonial times the average New England farm was five or ten acres.
2. ☐ The many inventions of the early 1800's created many new jobs.
3. ☐ Irish immigrants coming to U.S. in the 1840's were more skilled than most immigrants of that time.
4. ☐ Conditions during the early 1800's caused the people of the North to have slightly different views of work from those of the South.
5. ☐ During the 1850's most plantation owners owned at least 20 negro slaves.
6. ☐ The women's liberation movement has opened many new jobs to women.
7. ☐ Nations with the highest agricultural productivity have the lowest levels of living.
8. ☐ The small town is limited to probably not more than 8 different types of available jobs.
9. ☐ Work is what an adult spends most of his time doing.
10. ☐ Work aids in meeting the social and psychological needs of men.

B. Matching

- | | |
|---|-----------------------------------|
| 1. <input type="checkbox"/> Bessemer | a. sold cotton to British |
| 2. <input type="checkbox"/> Apprentice | b. Appleton, Wisconsin |
| 3. <input type="checkbox"/> Factors | c. British steel maker |
| 4. <input type="checkbox"/> Rockefeller | d. first assembly line production |
| 5. <input type="checkbox"/> Hydroelectric power | e. slave revolt |
| 6. <input type="checkbox"/> Transcontinental railroad | f. one learning a trade |
| 7. <input type="checkbox"/> Eli Whitney | g. Standard Oil Company |
| 8. <input type="checkbox"/> Nat Turner | h. mass production |
| 9. <input type="checkbox"/> Henry Ford | i. Promontory Point, Utah |
| 10. <input type="checkbox"/> Christopher Sholes | j. typewriter |

C. Fill in the Blanks

1. _____ are laws that encourage people to work.
2. Much of the work ethic is rooted in _____.
3. There are almost _____ workers in the United States.
4. _____ per cent of U.S. workers are in agricultural occupations.
5. _____ developed as a result of the attitude of ancient people toward work.

D. Answer

1. What is work?
2. What needs of man does work meet?
3. How did the transcontinental railroad affect industry?
4. Name an industry that blossomed during the 1850's and give some reasons for its growth.
5. Name a local job that you think would be satisfying and give three reasons why you consider it so.

E. Test Key (see p. 13)

THE WORLD OF WORK



UNIT 3

THE WORLD OF WORK

I. OBJECTIVES

- A. To help the students better understand changes in the present world of work.
- B. To help students better understand that they must make many important decisions.
- C. To help students realize that decisions are sometimes not easily made, but that problems faced squarely can usually be satisfactorily solved.
- D. To create an understanding of the various occupations and their number and variety.
- E. To better understand labor forces in today's world of work.

II. LESSON PLANS

A. LESSON 1

1. Introduce the topic "The Present World of Work." Discuss the meaning with the class.
2. Make a list of occupations in the World of Work today.
3. Compare work done by the early colonists as a means for earning a living with the work done today to earn a living.

B. LESSON 2

1. Keep a notebook of pictures, reports, facts, tables and other things pertaining to occupations as the unit moves along.
2. Select students to give talks on either their mother's or father's occupation.
3. Discuss the different occupations involved in getting a container of milk into the refrigerator, or in putting bacon on the breakfast table.

C. LESSON 3

1. Divide the class into three groups for research purposes.
2. Have group one do research on where work is found. The second group could do research on skills and developments needed to do certain kinds of work.

- a. The amount of skill and knowledge required to do a certain work has increased.
 - b. Skilled persons must be willing to learn new skills.
3. The third group do research on technology.
 - a. Define.
 - b. Have the class do a chart on major inventions that have helped to advance technology. Use the following form.
 - c. Put this form on the board as an example.

<u>Date</u>	<u>Invention</u>	<u>Inventor</u>	<u>Country</u>
3000 BC	Wheel	Unknown	Asia

D. LESSON 4

1. Discuss the term "occupation" with the class
 - a. what it means
 - b. what ways occupations affect us
 - c. need for studying occupations
 - d. what occupation appeals to them and why
2. Make a chart of occupations
 - a. Each student do a chart of the occupations represented in his school and community
 - (1) For resource material visit Employment Office
 - (2) Newspapers have occupations listed
 - b. Collect clippings and pictures of occupations and arrange them on a bulletin board

E. LESSON 5

1. Discuss the fact that all jobs are important.
2. Have a speaker come and discuss the different jobs in our world and tell the class how and why he made his decision to do a certain type of work.

F. LESSON 6

1. Review the material discussed in lessons four and five.
2. Ask each student to select a job from the "Help Wanted" section of a newspaper and attempt to justify his decision.
3. Many decisions are made every day of life.
4. List five decisions you have made today.

G. LESSON 7

1. Discuss the kinds of agencies that employ workers.
 - a. Discuss some public agencies.

- (1) The Government usually operates public agencies.
Some examples are: police departments, maintenance departments, armed forces, highway maintenance.
- b. Name some private agencies
 - (1) grocery store
 - (2) real estate
 - (3) automobile dealers
- c. Ask a government employee ~~or~~ someone employed by a public agency to speak to the class discussing the requirements, duties, and advantages of a public employee.
- d. Bring to class a report on an interview (Handout 1) of a private employee or a merchant, real estate broker or automobile dealer. Get their views on the advantages of being a private employee.
- e. Collect pictures for the notebook of public and private employees at work.

H. LESSON 8

1. Discuss labor unions and their role in today's work force.
Many students will be affected by unions and labor organizations.
2. Set up a panel to do research on labor unions and later report to the class on findings concerning the early history of the union, its beginning, its importance, the kinds, and the continuing need for labor unions. Name the leaders from the beginning of the unions up to our present labor leaders.
3. Make charts for their notebooks in which the types of labor unions and their leaders are listed.

I. LESSON 9

1. Show films or slides of labor unions.
2. Collect and bring to class clippings about labor unions and the union leaders.

J. ADDITIONAL FACTS

1. Many changes have occurred in the World of Work.
2. How we live affects the place where we live.
3. Technology reduced the amount of hand labor required to do work.
4. The amount of knowledge and skill required to do certain work has increased.
5. Skilled persons must be willing to learn new skills.

6. Employment Agencies are important to those who are seeking jobs.
7. Changes in the world of work are reflected by working conditions.
8. Labor unions play an important role in the worker's life today.

III. EVALUATION - Test (Handout 2)

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HANDOUT 1

INTERVIEWS¹

The following form may be used by students in interviewing workers in different occupations.

INTERVIEW REPORT

Student's name:

Date:

Name of person interviewed:

Questions to be asked by person conducting the interview:

1. What is your title?
2. Exactly what do you do on your job?
3. Where are you employed?
4. What type of education or special training does a person need to enter your occupation?
5. How much on-the-job training did you receive?
6. Are any special physical characteristics necessary for performing your job?
7. What personality traits are helpful in your field?
8. What abilities are required?
9. How would you describe the working conditions of your job?
10. What hours do you work?
11. Could you tell me the approximate salary of workers in your occupation?
12. What are some of the fringe benefits offered by your company?
13. What are the prospects of getting a job and advancing in your occupation?
14. What do you consider the major advantages of your type of work?
15. What are the major disadvantages?

¹Norbert Johnson and Jasper S. Lee. Occupational Orientation. An Introduction To The World of Work. Teacher's Edition. (Mississippi State: Mississippi University, 1973).

HANDOUT 2

TEST

A. True - False

1. ____ Many decisions are made without too much consideration.
2. ____ Students should become aware of the skills that employers look for when selecting applicants.
3. ____ Skills or habits all follow the same pattern of development.
4. ____ The development of skills sometimes follows the trial and error pattern of learning.
5. ____ Each of us has some skill.
6. ____ The most important way to know that an act is skilled is to look at the end product.
7. ____ Some occupations hold a high prestige.
8. ____ All jobs are not important.
9. ____ An important characteristic of the World of Work is the fact that there is always change.
10. ____ Technology is constantly improving the methods of production and quality of the product.
11. ____ There are a tremendous variety of jobs available in the United States.
12. ____ Some jobs are mobile.
13. ____ In the early history of the United States most people worked at or near their home.
14. ____ Very few changes have occurred in the World of Work.
15. ____ Technological advancement put many people out of work.
16. ____ We seldom make decisions of our own.
17. ____ Some decisions are difficult to make.
18. ____ The early colonists had little choice of occupations.
19. ____ American citizens of today are faced with many occupations and must make many decisions.

- 20.____ Unions are organized to protect employers.
- 21.____ Labor Unions are organizations of workers whose common aims are to obtain higher wages.
- 22.____ Unions are not accepted as a part of the American way of life.
- 23.____ A strike is a power struggle.
- 24.____ Some of the first factory workers were farm girls from New England.
- 25.____ The American Federation of Labor and the Congress of Industrial Organization are separate organizations.

B. Matching

- | | |
|------------------------------|---|
| 1.____ Job | a. a group of similar work activities found in more than one place of employment. |
| 2.____ Atomic Power | b. Life's work in a broad area of interest in which one has received some training. |
| 3.____ Career | c. An activity in which one exerts strength or effort to do or perform something. |
| 4.____ Occupations | d. A position in a particular plant or place of work. |
| 5.____ Work | e. Brings new jobs of scientific interest and ability. |
| 6.____ Collective Bargaining | f. A spokesman acts for all the members of his Union. |

C. Test Key

1. T 2. T 3. F 4. T 5. T 6. T 7. T 8. F 9. T 10. T
11. T 12. T 13. T 14. F 15. F 16. F 17. T 18. T 19. T 20. F
21. T 22. F 23. T 24. F 25. F

Matching

1. d 2. e 3. b 4. a 5. c 6. f

UNIT 4

HOW TO BE A SUCCESS

I. OBJECTIVES

- A. To provide students with experiences which will help them realize what is necessary for a successful life.
- B. To direct the student toward a field of work which will be fulfilling.

II. LESSON PLANS

A. LESSON 1 - Selecting Personal Goals

- 1. Personal goals should be determined by what a person wants from life. Success is the fulfillment of personal goals.
- 2. Give the students the first questionnaire (Handout 1). This questionnaire, when completed, should give the student an idea of what he feels is important for his future happiness.
 - a. The students should answer the questions truthfully. They should have enough time to think through their answers.

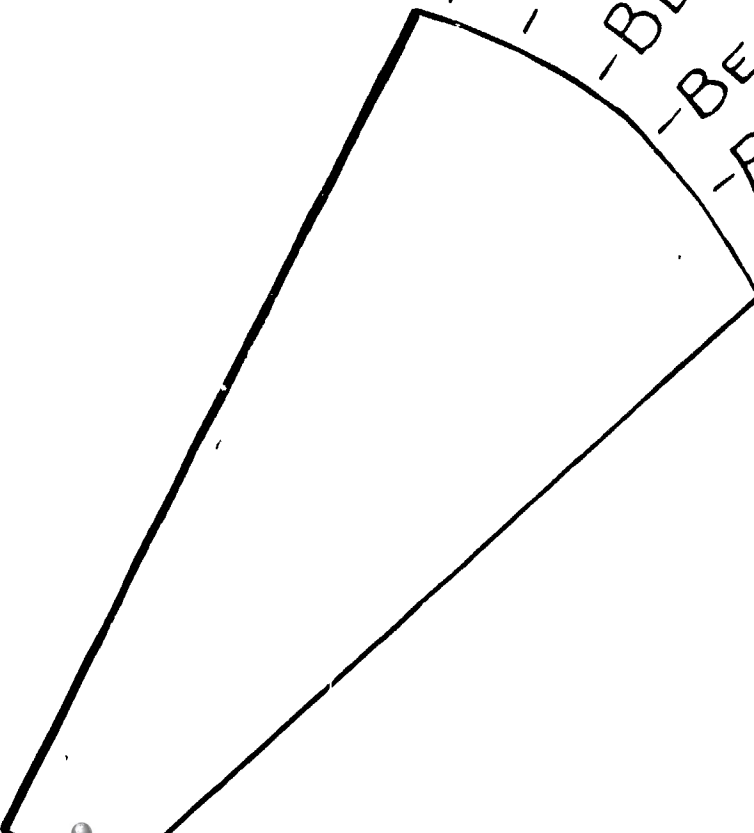
B. LESSON 2 - Evaluating Personal Goals

- 1. In the space provided at the right of each category in the questionnaire, instruct the students to make a statement and/or statements about the category. Example: if student checks the self-employed block in Category 2 his statement should be as follows: I want an occupation in which I will be self-employed.
- 2. Instruct students to complete the tables.
- 3. Discuss the questionnaire from category 1 - 14.
 - a. Read the category and ask selected students to read their statements.
 - b. Discuss the statements, allowing the students to alter their statements only if they feel they have made a mistake.
 - c. Complete the questionnaires and instruct students to keep them.

C. LESSON 3 - The Direction to Success

- 1. Student should now have some ideas about what he or she needs in life to consider himself successful. The statements made in previous lesson should be reviewed. With these goals in mind, the student must find an occupation which will fulfill them.

How To Be A Success

- 
- BE PUNCTUAL
 - BE ENTHUSIASTIC
 - BE HONEST
 - BE COOPERATIVE
 - BE RELIABLE
 - BE ALERT

2. Give the students the second questionnaire (Handout 2). This questionnaire is very basic and will only give the students a general direction of travel.
3. Each Group¹ of the questionnaire represents an interest area.
 - Group A -- Would indicate you have an interest in mechanical things.
 - Group B -- Might indicate an interest in numerical work or figures.
 - Group C -- Usually reflects interest in work of a scientific or engineering nature.
 - Group D -- Shows a preference for working with people, the selling or promotional occupations.
 - Group E -- Indicates an interest in office work and business procedures.
 - Group F -- Indicates artistic interests - Dramatic and literary jobs could also be listed in this group.
4. By a show of hands ask the students to indicate if their first preference fell in Group A. Discuss several occupations in this area.
5. Ask students to indicate if their preference fell in Group B. Continue this process through Group F.
6. Answer any questions at end of period.

D. LESSON 4 - Success and Personality

1. Make available the Fact Sheets (Handout 3).
2. Read or briefly discuss at the beginning of class.
3. Give the following list to the class:
 - a. Steps to help you achieve success
 - (1) Determine the type of personality you wish to possess and decide to develop within yourself those habits, attitudes, and traits that will best express that personality.
 - (2) Keep constantly before you the image of the kind of person you wish to become.
 - (3) Analyze yourself. Discover and acknowledge your weaknesses. Face these facts squarely and decide to remove the objectionable factors. Replace them with new strengths which will help you reach your goal.
 - (4) Exercise the traits of personality you wish to pos-

¹ Public Relations Staff. Can I Get The Job? (Detroit: General Motors, 1972).

sess. Only with constant practice will you develop these traits.

4. Discuss each step with the class.
5. Instruct the students to make a list of personality traits they feel are important to success.
6. Assign the class an overnight project to make a list of personality traits of famous men and women in history.
 - a. Assign or allow each student to pick a famous person.
 - b. Two or three may have the same person.

E. LESSON 5 - Success and Personality

1. Discuss the lists in class.
2. Allow the students to revise their personal list of personality traits.

F. LESSON 6 - Important Success Factors

1. This survey was made in New Orleans to determine success factors. One-hundred and sixty-one local business leaders were asked the question "To What Do You Attribute Your Success?" The following are the answers that were given. The number indicates how many out of 161 gave that answer.
2. Give the following table to the class.

TO WHAT DO YOU ATTRIBUTE SUCCESS?²

Energy	103	Desire to be helpful	41
Perseverance	100	Possessed traits needed	35
Health	91	Sense of humor	33
Self-confidence	86	Impartial mind	29
Endurance	86	Visual results	26
Knowledge of business	73	Had money	25
Understanding of men	66	Able assistance	20
Intelligent and understanding wife	51	Family connections	20
Good memory	45	Physical strength	16
Judgment	44	Fluent speaker	15
		Luck	1

3. Note the answers which received the top ratings. Discuss these answers. Ask selected students to give their opinion why these are important.

²Allien R. Russon. Business Behavior. (Cincinnati: Southwestern Publishing Company, 1964), p. 9.

4. Review the student's outline on Personality Traits (Lesson 4).
5. Review the questionnaire on setting personal goals (Lesson 1).
6. Review the steps to help you achieve success (Lesson 4).

116 EVALUATION

- A. What are five important personality traits which are needed for success?
- B. In your opinion, what are the three most important personal goals?
- C. What do we mean by success?
- D. Success is _____ per cent personality.
- E. What was the number one choice to the question: "To What Do You Attribute Success?"

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HANDOUT 1
QUESTIONNAIRE³

CATEGORY	Check One Answer Or Fill In Appropriate Blank	WHY?
1. Minimum Annual Salary	<input type="checkbox"/> Not Important <input type="checkbox"/> Specific Sum	
2. Type of Employment	<input type="checkbox"/> Not Important <input type="checkbox"/> Self-employed <input type="checkbox"/> Work For Others	
3. Size Of Firm	<input type="checkbox"/> Not Important <input type="checkbox"/> Small <input type="checkbox"/> Medium <input type="checkbox"/> Large	
4. Geographic Area	<input type="checkbox"/> Not Important <input type="checkbox"/> _____ Location	
5. Type of Work	<input type="checkbox"/> Not Important <input type="checkbox"/> Managerial <input type="checkbox"/> Technical <input type="checkbox"/> Industrial <input type="checkbox"/> Agricultural	

³Robert E. Linneman. Turn Yourself On: Goal Planning For Success.
(New York: Richards Rosen Press, 1970), pp. 52-56.

CATEGORY	Check One Answer Or Fill In Appropriate Blank	WHY?
6. Job Security	<input type="checkbox"/> Not Important <input type="checkbox"/> Very Stable <input type="checkbox"/> Moderately Stable	
7. Travel	<input type="checkbox"/> Not Important <input type="checkbox"/> Home Every Night <input type="checkbox"/> Away Up to 3 Days <input type="checkbox"/> Away Up to 6 Days <input type="checkbox"/> Away Up to 12 Days	
8. Speeches	<input type="checkbox"/> Not Important <input type="checkbox"/> None <input type="checkbox"/> Very Few <input type="checkbox"/> Some <input type="checkbox"/> Frequent	
9. Job	<input type="checkbox"/> Not Important <input type="checkbox"/> Fixed Schedule <input type="checkbox"/> Moderately Flexible <input type="checkbox"/> Very Flexible	
10. Home	<input type="checkbox"/> Not Important <u>Specific Market Value</u>	

CATEGORY	Check One Answer Or Fill In Appropriate Blank	WHY?
11. List things such as autos, boats, airplanes, etc., which you feel you must have!	<hr/> Item <hr/> Value	
	<hr/> Item <hr/> Value	
	<hr/> Item <hr/> Value	
12. Vocations	<hr/> Not Important <hr/> Days per Year	
13. Time With Hobbies	<hr/> Not Important <hr/> Hobby <hr/> Time Per Week	
14. Social Life Example: Country Club Social Organizations	<hr/> Not Important Specify: <hr/> <hr/> <hr/>	

HANDOUT 2
QUESTIONNAIRE⁴

Select one or more of the following jobs. Check as many as you find of interest to you. Number them in order of preference: 1, 2, 3, 4.

GROUP A	GROUP B	GROUP C
<input type="checkbox"/> Auto Mechanic	<input type="checkbox"/> Bookkeeper	<input type="checkbox"/> Laboratory Technician
<input type="checkbox"/> Handyman in a Fix-it Shop	<input type="checkbox"/> Bank Teller	<input type="checkbox"/> Analytical Chemistry
<input type="checkbox"/> Shop Apprentice	<input type="checkbox"/> Timekeeper	<input type="checkbox"/> Draftsman

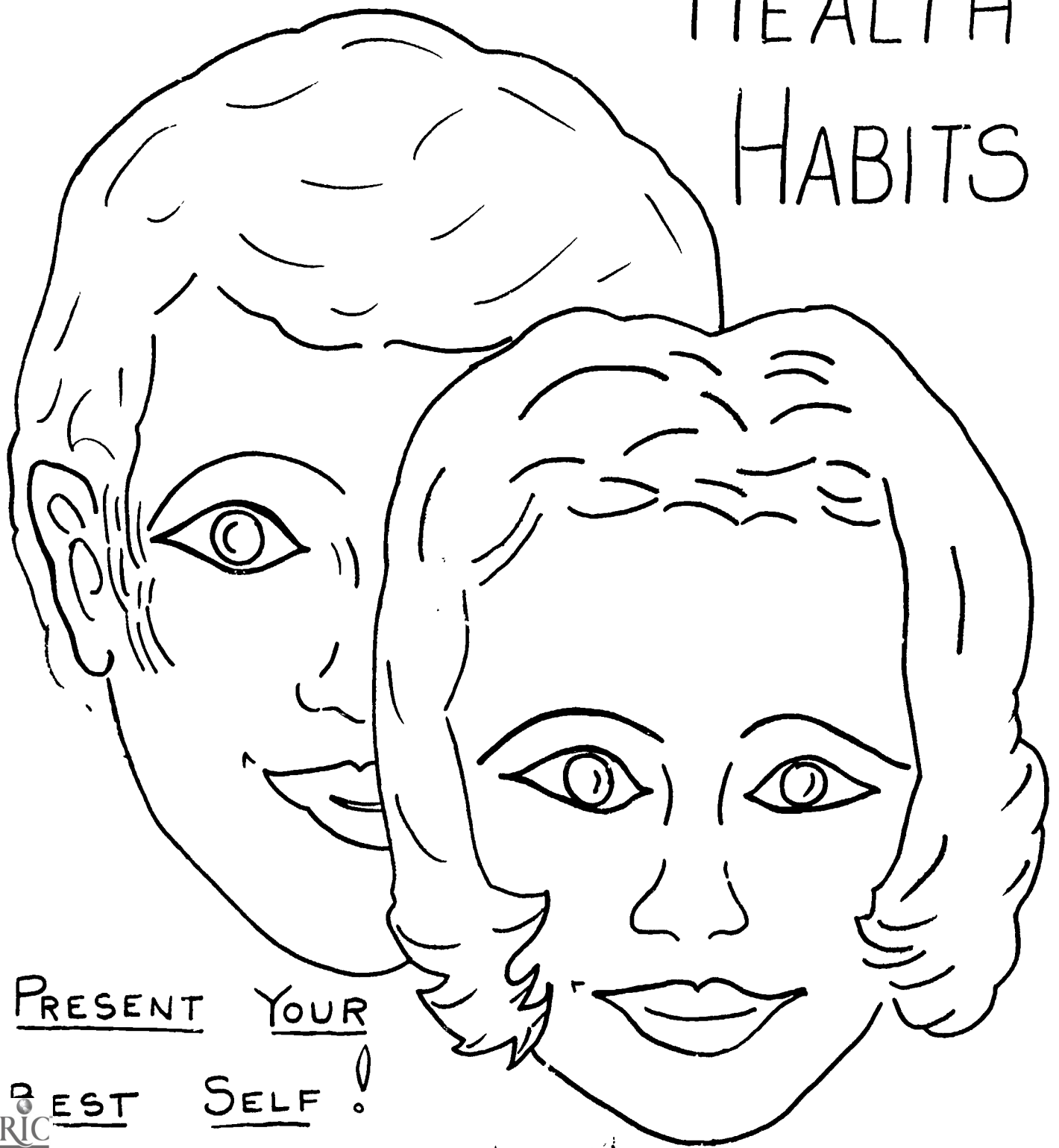
GROUP D	GROUP E	GROUP F
<input type="checkbox"/> Automobile Salesman	<input type="checkbox"/> Stenographer	<input type="checkbox"/> Musician
<input type="checkbox"/> Sales Clerk	<input type="checkbox"/> File Clerk	<input type="checkbox"/> Commercial Artist
<input type="checkbox"/> Household Appliance Demonstrator	<input type="checkbox"/> Comptometer Operator	<input type="checkbox"/> Clay or Wood Molder

⁴Public Relations Staff. Can I Get The Job. (Detroit: General Motors, 1972).

HANDOUT 3
FACT SHEET

1. Everyone wants to be a success.
2. Success is ninety per cent personality.
3. Success is based on your attitude toward your work.
4. Success is based on your knowledge, skill and also how you look, talk, and act.
5. In order to improve your personality you must believe you can improve.
6. Every student has doubts about the future.
7. Energy is a most important factor in success.
8. Your mental attitude is of greater value than your mental capacity.

DEVELOPING GOOD HEALTH HABITS



PRESENT YOUR

BEST SELF!

UNIT 5

DEVELOPING GOOD HEALTH HABITS

I. OBJECTIVES

- A. To provide the students with an understanding that different jobs have different health requirements.
- B. To help the students understand the need for good health habits.
- C. To help students appraise their own physical condition and to instill the desire to correct any bad habits.

II. LESSON PLANS

A. LESSON 1 - General Health

1. Introduce the unit by discussing the meaning of good health and why it is important in securing a job.
2. Discuss the differences in health requirements for different jobs.
3. Discuss how physical health affects personality.
4. Make a list of good health habits.

B. LESSON 2 - Food Habits

1. Have each student list all the foods, including snacks that he has eaten the previous day.
2. Use Teen Guide to Homemaking. Read Chapter 4, "Selecting Your Food."
3. Discuss the reading assignment.
4. Have each student suggest good points in his diet and changes that he should make in his eating habits.
5. Facts to stress:
 - a. Life is composed of and requires combinations of elements known as nutrients.
 - b. Food is the usual source of nutrients.
 - c. The knowledge of the nutrients needed by the body and their sources in available foods is basic to the evaluation of eating habits.
 - d. Health, vitality, and appearance are affected by the foods eaten.

C. LESSON 3 - Speaker on Exercise

1. Arrange for a physical education teacher to speak to the class on the value of proper exercise.
2. Ask him to show some exercises in the room.

D. LESSON 4 - Good Grooming

1. Prepare a bulletin board by draping a piece of chain across it. From the chain hang grooming aids such as a bar of soap, a tooth brush, an emery board, a nail file, dental floss, a compact, etc.
2. Use Teen Guide to Homemaking. Read Chapter 3, "Your Health and Grooming."
3. Discuss the reading assignment stressing the different aspects of being well groomed.
4. Lead the students to see why an employer expects each point of good grooming from his employee.

E. LESSON 5 - Mental Health

1. Use Basic Life Science. Read Chapter 18, "Mental Health and Mental Illness."
2. List the personality traits most helpful in getting along with members of your family, with friends, with teachers and adults.
3. Discuss the lists, deciding which traits are essential for getting along in the working world.

F. LESSON 6 - Mental Health (continued)

1. Recall characters in literature who seemed to be troubled by mental abnormalities.
2. Write about an incident concerning someone you know which indicates emotional immaturity. Do not use names.
3. Let each student read his incident and the class discuss needed changes in behavior.
4. Present short skits in which the mental attitudes would have helped or hindered a worker.
5. Facts to present:
 - a. Mental health is a state of mind in which a person is

free to make use of his natural capacities in an effective and satisfying manner.

- b. Learning to discriminate is a sign of mental growth.
- c. Self-confidence is gained by solving problems successfully.
- d. Mental illness varies in degree.
- e. The National Association for Mental Health estimates that at least 50% of the patients who seek medical treatment suffer from mental illness or physical illness associated with mental illness.

G. LESSON 7 - Tobacco and Alcohol

- 1. Use Modern Life Science. Read the part of Chapter 17 entitled "Alcohol, Tobacco, and Narcotics."
- 2. Conduct a panel discussion pro and con on using tobacco and alcohol.
- 3. Facts to present:
 - a. Tobacco contains a poisonous substance called nicotine.
 - b. Studies show that cigarette smokers are more likely to develop lung cancer than pipe or cigar smokers because of inhaling.
 - c. Drinking alcohol slows reaction time and may bring about recklessness.
 - d. At least 50% of the highway deaths in the United States are caused by the use of alcohol.

H. LESSON 8 - Speaker on Drugs

- 1. Arrange for a qualified speaker on drug abu .
 - a. the school nurse
 - b. someone from the police narcotics division
 - c. a teacher who has had special training in the subject
- 2. Encourage students to ask questions.

I. LESSON 9 - Drugs (continued)

- 1. Show the film "Narcotics: The Decision."
- 2. Discuss the film, stressing the ways drugs, tobacco, and alcohol influence one's relation to his work.

J. LESSON 10 - Physical and Mental Health in Securing and Keeping a Job

- 1. Make a list of physical and mental characteristics that an employer would consider necessary for an employee.

2. Have each student evaluate himself according to the list.
3. Discuss differences in basic health requirements for different jobs.
4. Discuss the value of periodic health examinations in relation to keeping a job.
5. Facts to present
 - a. Practically all jobs make some physical demands upon the worker.
 - b. A healthy person can perform his duties more effectively.
 - c. A person who misses work frequently is considered a poor job risk.
 - d. Most companies require job candidates to pass physical examinations before employing them.

III. EVALUATION - Test (Handout 1)

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1971.

HANDOUT 1

TEST

A. Match

- | | |
|-------------------------|---|
| 1. ____ Food | a. state of mind |
| 2. ____ Mental Health | b. poisonous substance in tobacco |
| 3. ____ Nicotine | c. drug derived from hemp |
| 4. ____ Marijuana | d. energy-giving |
| 5. ____ Heroin | e. abnormal fear |
| 6. ____ Calorie | f. source of nutrients |
| 7. ____ Phobia | g. unit to measure food energy values |
| 8. ____ Carbohydrates | h. drug derived from opium |
| 9. ____ Exercise | i. hearing non-existent voices |
| 10. ____ Hallucinations | j. specific movements to develop a part of the body |

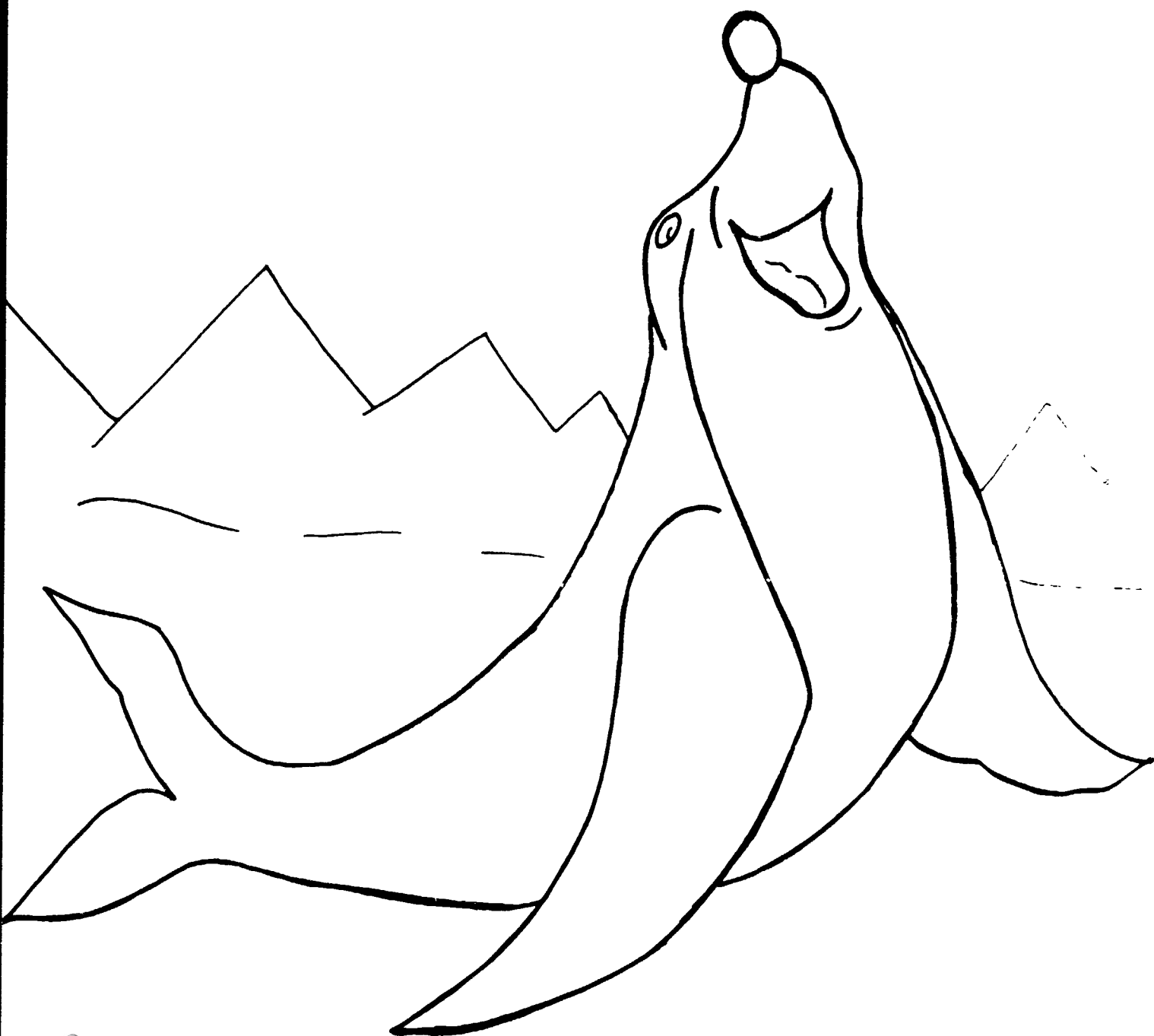
B. Write a paragraph discussing each of the following statements:

1. Poor health costs workers and employers money.
2. Good mental health is necessary for securing a job.
3. An employer has an interest in his employee's smoking and drinking habits.

C. Test Key

1. f 2. a 3. b 4. c 5. h 6. g 7. e 8. d 9. j 10. i

SELF-DISCOVERY



UNIT 6

SELF-DISCOVERY

I. OBJECTIVES

1. To help each student discover that he is a unique individual who can develop himself into a happy, useful, contributing citizen.
2. To instill in each student a strong positive self-concept.
3. To teach students that each of them as an individual is the most important factor in the world of work.
4. To develop within each student concrete knowledge of his abilities and respect for himself as an individual.
5. To help each student create within himself the desire to use and the knowledge of how he can use his strengths to become the person he desires to be.

II. LESSON PLANS

A. LESSON 1

1. Use paper bags and construction paper for students to make masks of themselves. Let them use a full-length mirror to pantomime portrayals of themselves.
2. Discuss the importance of understanding and knowing oneself.
3. Have the students place the reasons for understanding themselves in their notebooks.

B. LESSON 2

1. Prepare an interest center or bulletin board with the owl picture "Who Are You" as the center attraction.
2. Hand out individual copies of construction paper for the students to color or decorate as covers for their notebooks.
3. Instruct them to make a list of nouns and adjectives. Have them combine a noun and an adjective and place the list on the board. Guide the students into positive concepts.
4. Have the students make a list of these for their notebooks.
5. Allow each student to choose a caption and place his noun beside it. Example: (quiet boy) (noisy girl)
6. Give students pieces of poster board upon which to display their adjectives." Have them draw a picture (smiley type)

on the back depicting the descriptive words. Have them keep this for "roll call" the next day.

C. LESSON 3

1. Begin the day's lesson with "roll call" when each student answers using the phrase or caption he had chosen the previous day. As each student responds, let him show his "smile;" picture he made the day before and place it on the board.
2. Have a round table discussion concerning the reasons that students should try to develop the characteristics they have been talking about. Bring out some of the qualities the students have omitted.
3. Suggest the following game which is similar to Bingo to encourage the students to think positively about themselves.
 - a. Have the student place a list of 15 suggested adjectives on the board pertaining to self. These adjectives could be: quiet, noisy, content, boisterous, happy, shy, understanding, kind, loveable, nice, considerate, honest, gracious, pretty, polite.
 - b. Give each student a "Who Am I O?" sheet (Handout 1) and have him place these adjectives in the squares in any order he wants to.
 - c. Have one of the students be the caller using Handout 1 as a Call Sheet filling in 15 adjectives in any order he would like. He then calls the space such as Who I followed by the adjective he has placed in that space which could be pretty. Example: Caller says, "Who I is pretty." The Caller calls off each one from his Call Sheet in any order he wants to but does not repeat any square.
 - d. The first student to get a complete line and down finished says "Who Am I O" and is the winner. Let them play the game with the winner each time getting to be the "Caller."
 - e. After they have played the game a few times let them rearrange the words on both the Caller's sheet and their individual sheets and start over again.

D. LESSON 4

1. Have the class compose a poem using the name of the unit as a title.
2. Have the students write it on the board; then as a class set it to music. Use it for a page in their notebooks. Have them sing it over until they get the "feel" of it.
3. Let a volunteer group reproduce it in song form on poster paper.

F. LESSON 5

1. Invite a guest speaker from a community business to talk to the group concerning the personal qualities he will be looking for when he interviews a potential employee.
2. Provide for a question and answer period.
3. Assign each student to a committee to prepare a resume of the speaker's ideas.

F. LESSON 6

1. Have each panel group present the ideas they compiled from the guest speaker's presentation.
2. Have the students make a room chart listing the qualities in descending order of what they consider most important in value.
3. Use the rest of the period in class discussion of ways an individual could make improvement in these areas. Let volunteer students role play the parts of a prospective employer and employee.
4. Stress the fact that each person is an individual and ask them to bring baby pictures of themselves to class the next day.

G. LESSON 7

1. Utilize the pictures the students have brought by turning them face down and letting each student select one and place it on the bulletin board.
2. Discuss the facial expression on each. Let the students discuss what type of person the baby will likely become. Draw a space for a quote before each face and let the students compose a phrase concerning what each one might say. Example: "Me, A Cop, No Siree -- A Crop Duster I Shall Be!"
3. Introduce the term self-concept. Be certain that each student understands that self-concept is the image each student has of himself.

H. LESSON 8

1. Give a short fun quiz:
 - a. ____ My concept of myself is a:
 - (1) combination of (2) and (3)
 - (2) mental picture I have of myself
 - (3) the picture I have acquired as I learned what others thought of me

- b. _____ The picture I have acquired as I learned what others thought of me is:
- (1) very important
 - (2) fairly important
 - (3) not really significant
- c. _____ The characteristics I have developed up to now in life:
- (1) are too developed to be changed
 - (2) can be changed if I work at changing them
 - (3) will grow with time
2. Have the students check their quiz papers stressing the correct answers. Spend the rest of the period bringing out the thoughts that:
 - a. Each person is an unique individual.
 - b. Each person is an important part of the environment.
 - c. Each person should desire to become the most useful person he is capable of becoming.
 - d. Our self-esteem has been developed from other people's opinions and our own self-understanding.
 - e. Individuals and their characteristics are constantly changing and can be changed when the person makes a realistic evaluation and takes definite steps to change certain behaviors.
 3. Have the students make a personal list of the things they want to change about themselves. Remind them to use the thinking:

"I need to work hard to change the things I can change--
Accept those things which I cannot change--
And evaluate my skills and potentials closely enough
to know which ones I can change."
 4. Place some of these things on the board and let the students discuss them and their importance.
 5. Urge them to put this list in the front of their notebooks and make a check for each day after those characteristics they feel they have improved. Example is shown below.

EXAMPLE CHART

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Cheerfulness																				
Friendliness																				
Politeness																				
Neatness																				
Loyallness																				
Thoroughness																				
Tactfulness																				

I. LESSON 9

1. Have each student list ten good or strong qualities needed to develop a good self-concept.
2. Provide a way for the students to realize that these are the qualities needed for a person to become a successful individual.
3. Make "smiley" faces and place these characteristics on them. Make a mobile of them as a semi-concrete media.

J. LESSON 10

1. Hand out the diagram of self (Handout 2)
2. Discuss the areas with the students as a group and let them divide into buzz groups to develop more understandings of how their own egos are formed by the environment and how they must be able to adjust to it.
3. Bring out the fact that the student learns to adjust his behavior to the demands of his environment.
4. Let each group role play the important person's part in his area -- family, school or community.
5. Present the word interdependence stressing that each person must do his share; yet each one is part of a team. Make certain that they realize that a team does not have an "I" in it.

K. LESSON 11

1. Introduce the idea of "positive thinking" using ideas from Norman Vincent Peale's books in this area.
2. Have students mention people who are successful in their field. Describe these successful people in the terms this unit has used.
3. Have the students make a list of positive and negative thoughts. Place these on the board and have the students place them in their notebooks.
4. Let a group of volunteers make a wall display of the positive methods to improve oneself. Ignore the negative in an effort to extinguish negative attitudes.

L. LESSON 12

1. Place the following poem on the board.

"If you think you are beaten you are.
 If you think you dare not, you don't.
 If you want to win but think you can't
 It's almost a cinch you won't.
 If you think you'll lose, you're lost,
 For out in the world we find
 Success begins with a fellow's will;
 It's all in the state of mind
 Life's battles don't always go
 To the stronger or faster man,
 But sooner or later the man who wins
 Is the man who thinks he can."¹

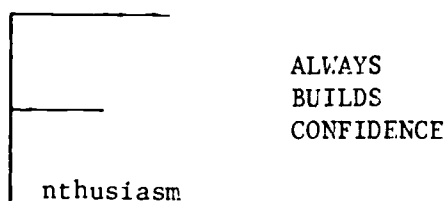
2. Read it to the students.
3. Have them read it back as a group.
4. Let a "volunteer" read it aloud again.
5. Ask them to each choose the phrases they think they could use as slogans to hang from the ceiling as single mobiles.
6. Let each student make and decorate a slogan. Limit them to one or two lines.
7. Hang the mobiles and spend the rest of the period enjoying them -- re-reading or talking about them.

M. LESSON 13

1. Have the following letters placed on the bulletin board in a vertical line. ENTHUSIASM!
2. Hand out the following endings to the class members. There will be no ending for the A so include one blank piece of paper. Endings are nd; egative; hinking; ere; se; uper-thinking; n; uperior; ____ (for A); ethodical, and purposeful manner.
3. Let each student place his ending where it should be on the bulletin board. Have the students finish it for their notebook.
4. Discuss the idea that enthusiasm can mean the difference between success and failure. Have the students name people who are happy and successful and think about the part enthusiasm has or can play in any success story.

¹Norman Vincent Peale. Stay Alive All Your Life. (Greenwich: Prentice-Hall Inc., 1957), p. 25.

5. Develop through class discussion the thought that enthusiasm may be the secret spark that kindles real success stories.
6. Let them make an ABC page for their notebook.



III. EVALUATION

- A. Give the students back their pictures and the statement "I am glad that I am I."
- B. Let them write down as many reasons as they can telling why they are glad that they are who they are.
- C. Have small surprise gifts in "grab bags." Let each student reach into a box and choose one. Allow time for them to open and share their prizes.

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HANDOUT 1

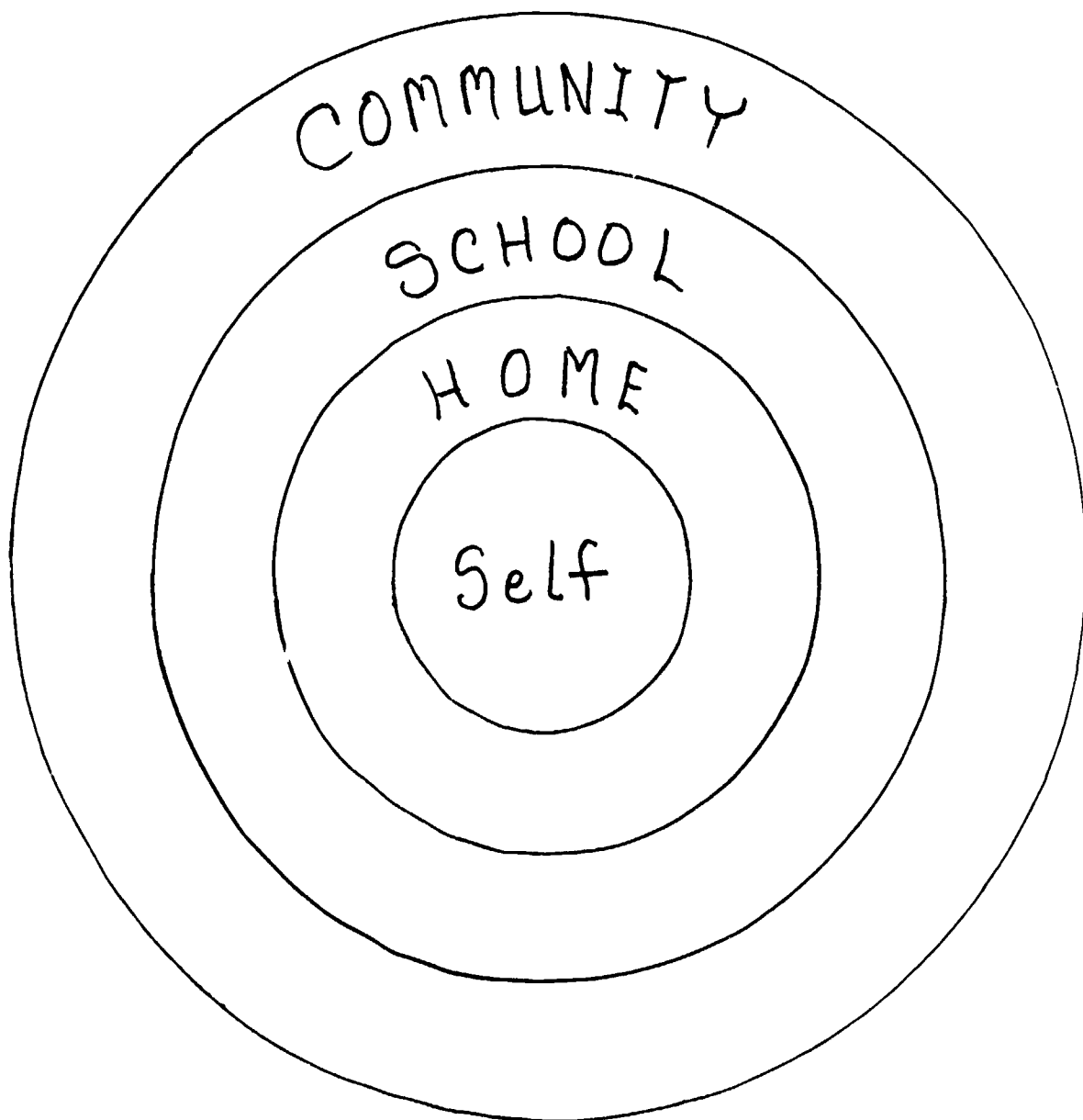
"WHO AM I O ?"

The words on each student's sheet should be in different arrangements.
When student has completed a line of words up and down he should say
"Who Am I O?"

	WHO	AM	I O
1			
2			
3			
4			
5			

What Makes You

You



STUDENT'S SELF APPRAISAL



UNIT 7

THE STUDENT'S SELF APPRAISAL

I. OBJECTIVES

- A. To help the student understand that the more knowledge he has assemble concerning himself the more independent and useful he can become.
 1. To introduce the self-appraisal areas of personal, or social, aptitude, achievement, and interests.
 2. To provide concrete experiences for students of accurate realistic information about themselves.
 3. To lead students to visualize the use of these knowledges and insights into their skills and abilities to help them make their vocational choice.
 4. To encourage students to remember the major areas of strengths and weaknesses learned through this study. Stress the fact that they may encounter a need for this information when they begin to make job applications.
 5. To create opportunities for students to learn that there are different kinds of abilities needed for different kinds of jobs. Bring out well that there is nothing wrong with this if it is well done.
- B. To investigate, evaluate and make personal applications of the information concerning themselves.
 1. To use the academic progress to show areas of strength for encouragement and to study areas of weaknesses for challenge.
 2. To identify social characteristics as possible keys to success and to instill within each student the conviction that social IQ merits consideration in evaluation.
 3. To help the students to relate their personal, and social, qualities to their everyday world.
- C. To help the student understand that the self-appraisal is an important tool to use in making life's decisions.
 1. To instill in each student an understanding of his weaknesses and emphasize strongly that a weakness becomes a strength WHEN THE INDIVIDUAL VIEWS THE WEAKNESS AS A CHALLENGE.
 2. To make students aware of the fact that their self-appraisals prove that ALL people have self-worth.

3. To help the student to evaluate his capabilities as a key to the door of his own success story. Stress the fact that he must use the abilities to become a success.
4. To create within each student inspiration and assurance that he can become a success.
5. To relate certain characteristics to certain jobs and job families.

II. LESSON PLANS

A. LESSON 1

1. Show film "Development of Individual Differences."
2. Discuss the film and have the students write down one multiple choice, one matching, and one true-false question for which he could find answers.
3. Compile them into a test for use the next day.
4. Hand the students the vocabulary. Ask them to use this for the first sheet of their notebooks. Inform them that their evaluation will depend upon ALL of their notebook materials even though personal areas will not become part of class discussion.

B. LESSON 2

1. Hand out the test the students made the previous day and see how many can be answered before the unit begins. Have the students place the test in their notebook to finish answering as the unit study continues.
2. Give the students the handout "Take A Good Look At Yourself." (Handout 1)
3. Assign them the task of making a "Table of Contents" for their notebooks as materials are covered.

C. LESSON 3

1. Divide into groups of four to six. Let them have a fifteen minute buzz session over the "Take Stock of Yourself" material. Then, as a class group, cover the work sheet with the students volunteering answers.
2. Tell them to place the material in their notebooks and give them time to enter it in the "Table of Contents."

D. LESSON 4

1. Talk about habits and ask the students to name some habits and tell what effect they have on the person who has the habit and others about him.
2. Show fifty minutes of the film 'Habit Patterns.'

E. LESSON 5

1. Finish showing film "Habit Patterns" and use the remainder of the period to discuss it.
2. Have the students write down their reaction to the film and place it in their notebooks.

F. LESSON 6

1. Hand out "A Look At Me" (Handout 2) and "Student's Personal Record" (Handout 3).
2. Spend the period helping the students fill these out.

G. LESSON 7

1. Divide into small groups and let them buzz for ten minutes using the parts of the Personal Sheets they want to discuss.
2. Bring the class back into a group and go over the sheets with volunteer answers.
3. Remind them to place these in their notebooks and add them to the "Table of Contents."

H. LESSON 8

1. Divide the class into two groups by sex.
2. Hand out "Self Improvement Chart" (Handouts 4 and 5) and "Are You a Dirty Dog?" (Handout 6). Have students fill out the chart for their notebooks "My No-No Sheets" which are found in Handout 6.
3. Give them the rest of the period to fill out the charts.
4. Have them place the charts in their notebooks and add them to the "Table of Contents."

I. LESSON 9

1. Introduce the Personal Inventory with the filmstrip "Time For The Best" in the Better You Series.

- 1 Give them the sheet "How You Can Make A Bad Impression Without Really Trying " (handout 7).

- 2 Lead them into the realization that there are many things about themselves they have really never thought about.

2 LESSON 10

- 1 Invite a resource person to come to the class and talk to them about some of the things adults notice in students.

3 LESSON 11

- 1 Begin the class by asking volunteer students to tell the class some things they like to do during their leisure time.
- 2 Develop this into the thought that interests can be placed into three distinct areas -- Data, People, and Things.
- 3 Hand out the sheets of Interests, Data, People, and Things (handout 8) and have them fill in as many as they can. Place these on the board and add to them.
- 4 Have them place this in their notebook and add it to the "Table of Contents."

4 LESSON 12

- 1 Give them the Handout "Jobs That Involve Working With Data, People, and Things" (Handout 9).
- 2 Use the Dictionary of Occupational Titles and through class participation find and list at least twenty jobs in each area.

5 LESSON 13

- 1 Hand out the "Survey" (Handout 10). Have them fill it out and place it in their notebook. Be sure to add it to the "Table of Contents."

6 LESSON 14

- 1 Ask the counselor to come in and supply them with the information in the test areas.
- 2 Use an overhead transparency and show them the proverbial curve emphasizing that most of us are average in most things.

7 LESSON 15

- 1 Tell the following story using a transparency, bulletin, or chalkboard (Handouts 11, 12, and 13).

"John was a boy in the eighth grade. He had knowledge about his grades, (place cloud A over the blank cloud) interests, (place cloud B over the blank B cloud) and test scores (place cloud C over the blank C cloud). John still was not sure what he wanted to do. In what other area could he seek information? The students will probably bring forth the idea of vocational information that we scanned in lessons 12, 13, and 14. Place cloud D in the proper place.

2. Tell the students to have their notebooks ready to use as an evaluation the next day.

III. EVALUATION or LESSON 16

- A. Have each student open his notebook and begin discussing each part of it. Go through each exercise as fast or as slow as needed. It may be necessary to use two days for this.
- B. Ask the students to make a cover page for their notebooks and set a date for them to be handed in.
- C. The teacher can use the objectives to see how well the unit has been covered.

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HANDOUT 1



TAKE A GOOD LOOK AT YOURSELF

SPECIAL INTERESTS - What are the special activities which mainly interest you? (outdoors, people, mechanical, clerical)

SPECIFIC APTITUDES- List any specific abilities of which you are aware.

ACADEMIC EDUCATION- List the subjects in which you seem to find it easy to make good grades.

List your highest areas of study according to your counselor and teachers.

POSITIVE AND USEFUL PERSONAL TRAITS List your outstanding useful personal traits.

PHYSICAL HANDICAPS - List any real physical limitations you have. (Remember a handicap is such only when you view it as such.)

AFTER SCHOOL HOBBIES-List any you have now or would like to develop in the
AND ACTIVITIES future.

VOCATIONAL CHOICES - What kind of job would you like to have years from
now?

List some jobs that could lead to the one you would
like to do for the next thirty or forty years.

HANDOUT 2

A LOOK AT ME

NAME _____ GRADE _____ DATE _____

1. I usually study about _____ hours a day at home and at school.
2. In study halls I usually _____.
(work, waste time)
3. I _____ have a quiet place to study at home.
(do, do not)
4. I _____ like school.
(usually do, usually do not)
5. I read _____.
(with good comprehension, with very little understanding)
6. I do my _____ work when I am upset.
(best, poorest)
7. I think I am _____.
(fairly healthy, not very well)
8. I _____ like to take part in extra-curricular activities.
(do, do not)
9. I _____ be around people who talk a lot.
(like to, do not like to)
10. I make friends _____.
(easily, with much effort)
11. I _____ feel I need help in developing better attitudes
(do, do not)
toward study.
12. I _____ like dogs or cats.
(do, do not)
13. I _____ enjoy active games.
(do, do not)
14. I _____ happy I was born into my particular family.
(am, am not)
15. I _____ have as much spending money as the other boys and girls.
(do, do not)

16. I _____ afraid to be alone in a dark room.
(am, am not)
17. My friends are usually _____ to me.
(kind, unkind)
18. I find it _____ to make good grades.
(almost impossible, fairly easy)
19. I _____ most of my teachers.
(admire, do not admire)
20. Most adults _____ try to listen and understand teenage problems.
(do, do not)

STUDENT'S PERSONAL RECORD

NAME _____ GRADE _____ DATE _____

Below are 20 incomplete sentences. Read each one and fill in the blank by writing the first thing that comes to your mind.

1. I generally like people who _____.
 2. My favorite hobby is _____.
 3. The characteristic I like most in others is _____.
 4. When I graduate I plan _____.
 5. One of my weaknesses is _____.
 6. My parents don't like for me to _____.
 7. The thing I would like to do in life is _____.
 8. The attitude I like most in a teacher is _____.
 9. I wish I could _____.
 10. I am truly happy when _____.
 11. A friend in need is a _____.
 12. After school I _____.
 13. People who upset me _____.
 14. The thing I like best about school is _____.
 15. When I was in the primary grades _____.
 16. My secret desire is _____.
 17. Situations that frighten me _____.
 18. When I am working on a job _____.
 19. I like to _____.
 20. The feeling I get when I think about my future is _____.
- _____.

HANDOUT 4

SELF-IMPROVEMENT CHART¹
 (Use This Chart for the Boys)

CHECK THE ONES YOU CAN SAY "YES" TO:

- ___ 1. My hair is clean and shining all the time.
 ___ I keep it neat and cut regularly.
 ___ I shampoo it at least once a week.
 ___ I keep my comb and brush clean.
- ___ 2. My skin is clear and clean.
 ___ I wash my face at least twice a day.
- ___ 3. My eyes are clear and bright.
 ___ I get plenty of sleep and fresh air.
- ___ 4. My teeth are strong and white.
 ___ I brush them after I eat.
- ___ 5. My weight is right for me.
 ___ I get exercise every day.
 ___ I eat a proper diet.
- ___ 6. My hands, feet, and nails are clean.
- ___ 7. I am always fresh.
 ___ I take a bath every day.
 ___ I shave every day.
 ___ I use a deodorant.
- ___ 8. My clothes fit well.
 ___ They are clean, ironed, and mended.
 ___ My shoes are polished regularly.
- ___ 9. My voice is clear.
 ___ I can talk to other people.
 ___ I can listen, too.
- ___ 10. I have many interests
- ___ 11. I smile a lot to help make everyone happier.
- ___ 12. I am cheerful and have a good sense of humor.
 ___ I can laugh at myself and with others.
- ___ 13. I have good manners.
 ___ I think of other people, not myself.
- ___ 14. I get along with people of all ages.
- ___ 15. I act like a gentleman. I like being chivalrous!

¹ Arkansas Guidebook for Vocational Orientation. (State Department of Education and University of Arkansas Department of Education, Little Rock and Fayetteville, 1971), p. 49.

HANDOUT 5

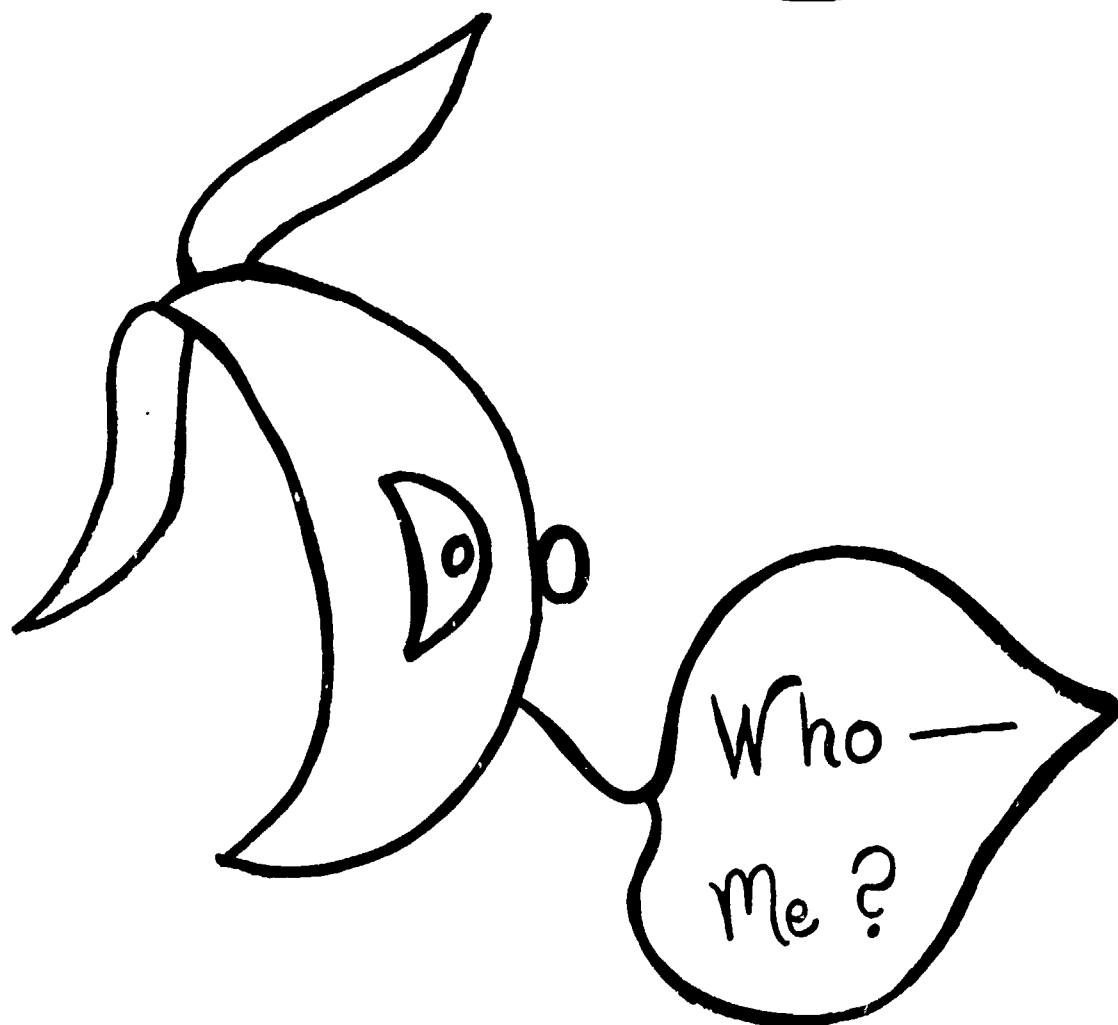
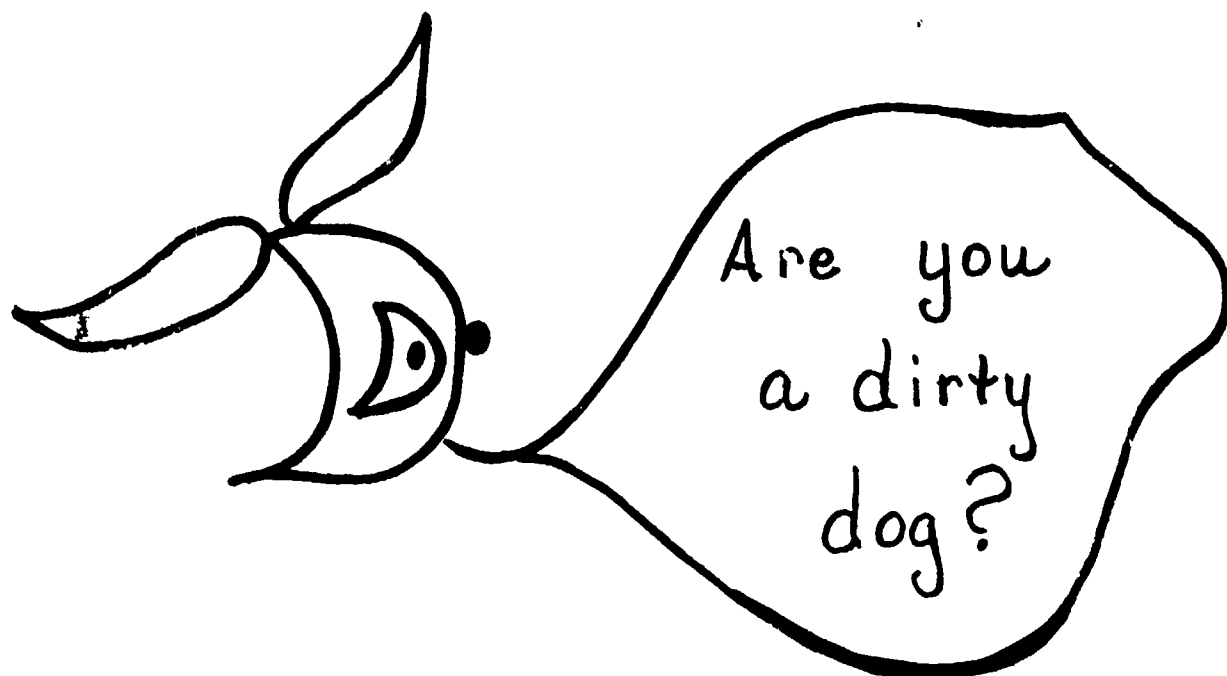
SELF-IMPROVEMENT CHART²
 (Use This Chart for the Girls)

CHECK THE ONES YOU CAN SAY "YES" TO:

- ___ 1. My hair is clean and shining all the time.
 ___ I brush it every night.
 ___ I shampoo it at least once a week.
 ___ I keep it neat.
- ___ 2. My skin is clear and clean.
 ___ I wash my face at least twice a day.
- ___ 3. I choose my make-up carefully.
 ___ I use just enough and not too much.
- ___ 4. My eyes shine.
 ___ I get plenty of sleep and fresh air.
- ___ 5. My teeth are strong and white.
 ___ I brush them after I eat.
- ___ 6. My weight is right for me.
 ___ I get exercise every day.
 ___ I eat a proper diet.
- ___ 7. My hands, feet, and nails are smooth and clean.
- ___ 8. I am always fresh.
 ___ I take a bath every day.
 ___ I shave my legs and underarms.
 ___ I use a deodorant.
- ___ 9. My clothes fit well.
 ___ They are clean, ironed, and mended.
- ___ 10. My voice is clear.
 ___ I can talk to other people.
 ___ I can listen, too.
- ___ 11. I have many interests.
- ___ 12. I smile a lot to help make everyone happier.
- ___ 13. I am cheerful and have a good sense of humor.
 ___ I can laugh at myself and with others.
- ___ 14. I have good manners.
 ___ I think of other people, not myself.
- ___ 15. I get along with people of all ages.
- ___ 16. I act like a lady. I like being a lady!

To be attractive, sweet and always neat, WORK UNTIL YOU CAN
 ANSWER "YES" TO ALL THESE.

² Ibid. p. 50.



HANDOUT 6

MY "NO-NO" SHEET

Below is a list of personal characteristics of which students need to become aware. Use an X to check the ones that might apply to you.

- | | |
|--|---|
| <input type="checkbox"/> Fingernails not cleaned | <input type="checkbox"/> Shoes not polished |
| <input type="checkbox"/> Hands not washed | <input type="checkbox"/> Body odor |
| <input type="checkbox"/> Teeth unbrushed | <input type="checkbox"/> Shoulders not straight |
| <input type="checkbox"/> Neck and ears not clean | <input type="checkbox"/> Posture poor |
| <input type="checkbox"/> Hair not cut | <input type="checkbox"/> Hair unkempt |
| <input type="checkbox"/> Clothes not washed | <input type="checkbox"/> Uncared for skin |

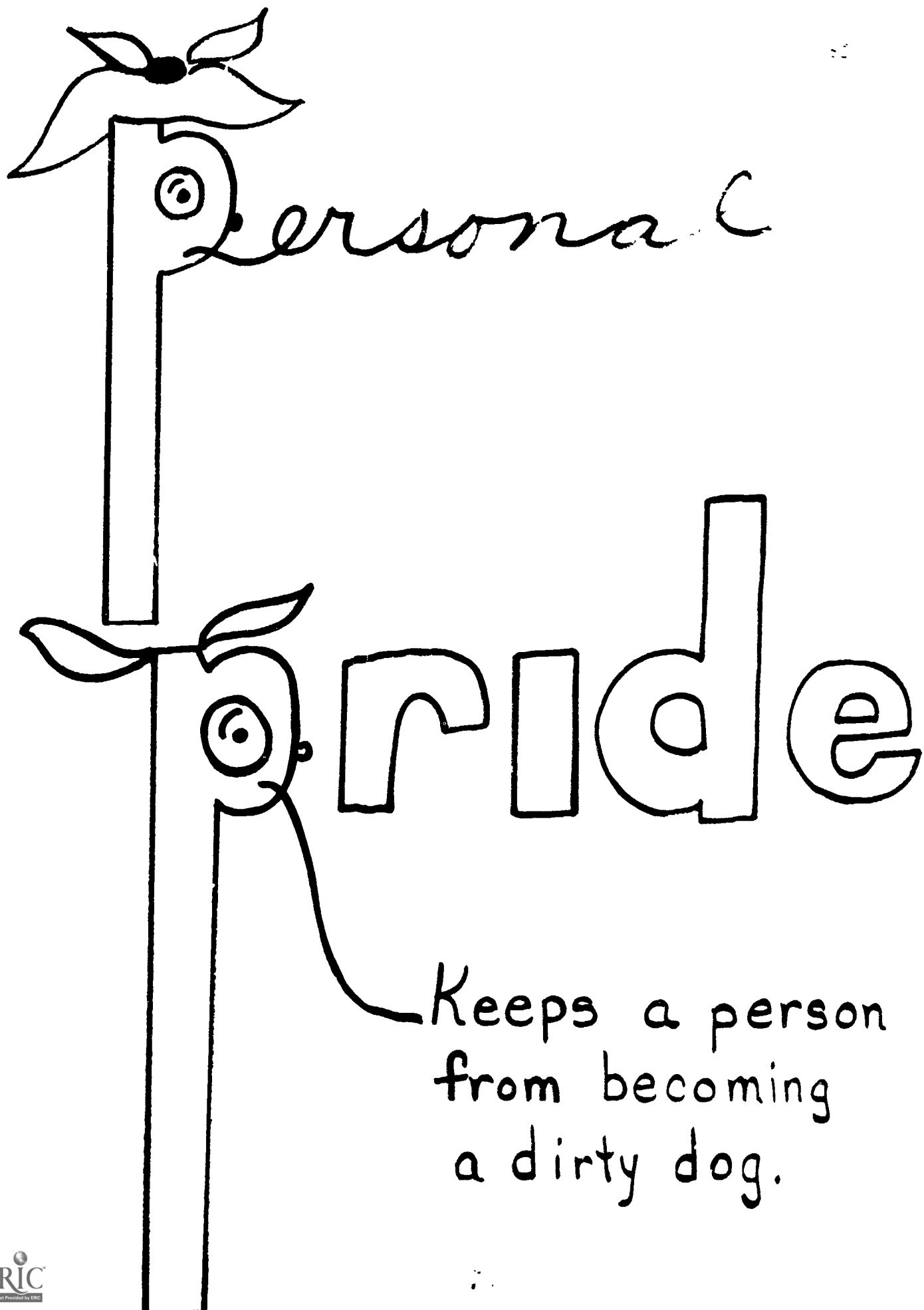
There are 12 points possible. Your score ____.

List those that you can change.

_____	_____
_____	_____
_____	_____

List those that you intend to begin changing.

_____	_____
_____	_____
_____	_____



HOW YOU CAN MAKE A BAD IMPRESSION
WITHOUT REALLY TRYING

1. Wear sloppy clothes.
2. Show lack of interest.
3. Talk about other people.
4. Use poor citizenship.
5. Fail to be on time.
6. Be rude quite often.
7. Fail to have a firm handshake.
8. Ignore other people.
9. Act as if there is no need to learn new things.
10. Talk loud in public.

HANDOUT 8

INTERESTS

Data	People	Things

HANDOUT 9

JOBS THAT INVOLVE WORKING WITH PEOPLE

Data	People	Things

HANDOUT 10

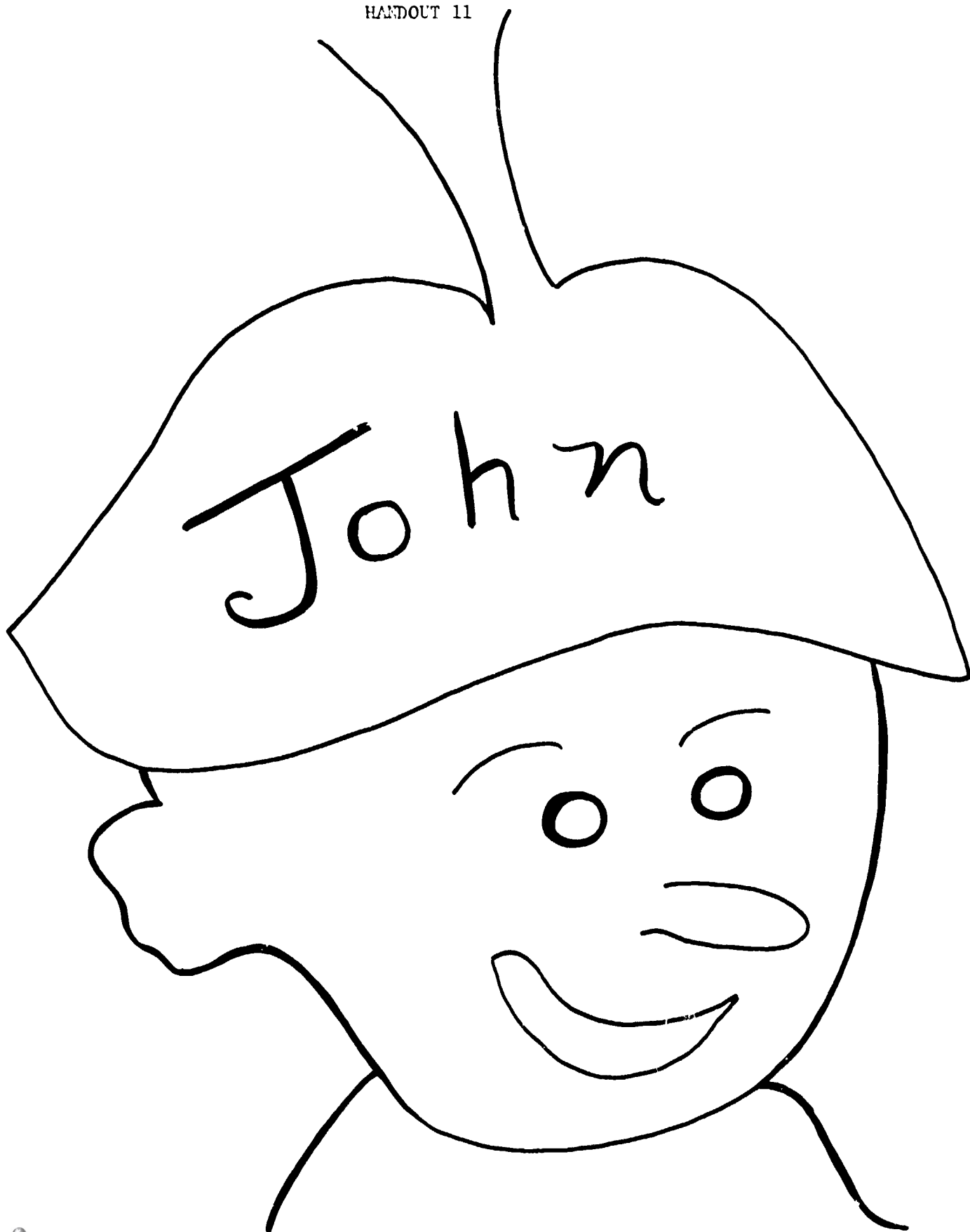
SURVEY

SOME JOBS I MIGHT LIKE TO DO IN THE AREA OF:

Data	People	Things

MY LIFE STORY

HANDOUT 11



HANDOUT 12

68

B.

D.

A.

C.

B.

Interests

D.

Vocational
Information

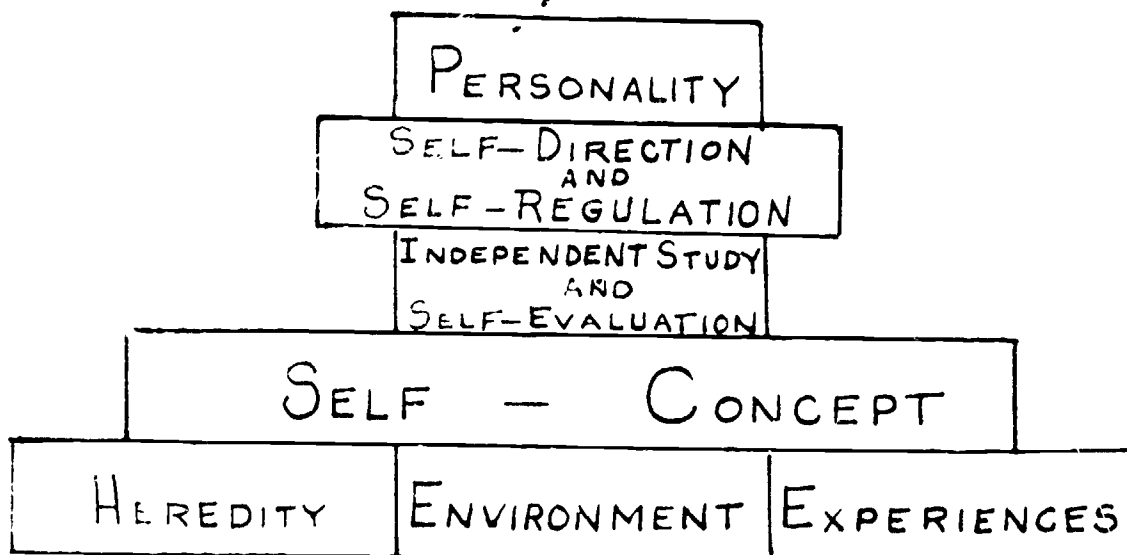
A.

Grades

C.

Test Scores

WHAT KIND OF PERSONALITY DO I HAVE



UNIT 8

WHAT KIND OF PERSONALITY DO I HAVE

I. OBJECTIVES

- A. Help the student see that individuals work to meet personal and social needs.
- B. Help the student see relationship between personality and job opportunity.
- C. Give the student opportunity to share attitudes, experiences, problems, and plans with others.
- D. Aid the student in self-evaluation.
- E. Challenge the student to develop his strong qualities.
- F. Give the student insight into the fact that hereditary and environmental relationships determine personal characteristics.

II. LESSON PLANS

A. LESSON 1

1. Have old magazines available. Each student selects a picture of a person and makes a short presentation on the type person the student thinks he might be from looking at the picture.
2. Have student list on blackboard some personality traits as the class enumerates some negative and positive traits that were brought out in the oral presentations.

B. LESSON 2

1. Have the student write a short paragraph about self, appraising both negative and positive qualities. Discuss ways of strengthening these positive qualities and weakening the negative ones. Discuss in such a way student will see relationship between personality traits and job opportunity. Students may be asked to think about how they may have acquired these habits or traits.

C and D. LESSONS 3 and 4

1. Assign a report to two volunteers on heredity and environment. Ask volunteers to work with teacher on references to use so as not to make reports too difficult.
2. Assign others to write or give oral talks on "Someone I Admire." Do not identify the person but tell what you admire about that person.

F. LESSON 5

1. Role playing - Choose two students. Have them meet and let student number 1 pay a compliment to student number 2. Discuss these presentations.
2. Role playing - Act out situations where class thinks the participants will feel comfortable and accepted. (Let participants choose and plan situation). Example: "How To Lose A Friend" or "How To Gain A Friend."

F. LESSON 6

1. Discuss the word personality - decide on an accepted definition as given by the class.
2. Discuss how personality is formed. How is it changed?
 - a. hereditary influences
 - (1) "gifts come in cells"
 - (2) family background
 - b. environmental influences
 - (1) where you live
 - (2) the society the class lives in
 - (3) mores
 - (4) values or attitudes
 - (5) need
 - c. experiences and their influences
 - (1) fears
 - (2) successes
3. Discuss the often heard saying, "She has personality." Evaluate this statement.
4. Discuss the often heard question "Why did I do that?"
 - a. emotions
 - b. tensions

G. LESSON 7 - (Handout 1)

1. Take personality check
 - a. Aim - help student to recognize traits that show student's degree of adjusting to society.
 - b. Help student realize he must like self if others are to like him.
 - c. Evaluate personality change thus causing changes in goals, aspirations, and plans.
 - (1) Many writers think there is a positive relationship existing between self-attitudes and realism of vocational choices. Show how this is or is not true. Consider as a debate topic.

H. LESSON 8

1. Show film: "You and Your Personality." Discuss.
2. Show film: "Think of Others First." Discuss the relationship of good manners and the golden rule.

I. LESSON 9

1. List ways that good characteristics of personality can help in securing jobs.
2. List ways positive characteristics of personality can help one to keep and advance in a job.

J. LESSON 10

1. Have students write a paragraph on "The Need For Change in My Personality."

III. EVALUATION - Test (Handout 2)

REFERENCES

A Handbook for Broadening Elementary Vocational Concepts. Lee's Summit, Missouri: Reorganized School District #7.

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Menninger, William C. All About You. SRA Guidance Series. Chicago: Science Research Associates, Inc.

Peterson, Eleanor M. Successful Living. Rockleigh, New Jersey: Allyn and Bacon, Inc., 1959.

Your Personality, The You Others Know. Pleasantville: Guidance Associates, 1969.

Your Search For Self. Popular Science Audio-Visuals, 1961.

HANDOUT 1

PERSONALITY CHECKLIST

I AM:	USUALLY	SOMETIMES	SELDOM
1. Friendly	_____	_____	_____
2. Cheerful	_____	_____	_____
3. Pleasant	_____	_____	_____
4. Reliable	_____	_____	_____
5. Thorough	_____	_____	_____
6. Neat	_____	_____	_____
7. Appropriately dressed	_____	_____	_____
8. Confident	_____	_____	_____
9. Helpful	_____	_____	_____
10. Sympathetic	_____	_____	_____
11. Ambitious	_____	_____	_____
12. Self-reliant	_____	_____	_____
13. Trustworthy	_____	_____	_____
14. Honest	_____	_____	_____
15. Courteous	_____	_____	_____
16. Loyal	_____	_____	_____
17. Cooperative	_____	_____	_____
18. Self-controlled	_____	_____	_____
19. Punctual	_____	_____	_____
20. Tactful	_____	_____	_____

HANDOUT 2

PRE-POST TFST "WHAT KIND OF PERSONALITY DO I HAVE?"

1. Write T before statements that are true; F before those that are false.

- ___ 1. Personality factors have much to do with job dismissals.
- ___ 2. Self-esteem is the respect one has for himself.
- ___ 3. The necessities of life include food, shelter and clothing only.
- ___ 4. Gripping is a harmless way of getting rid of unhealthy emotions.
- ___ 5. Regardless of how a promotion in a job is received in employment, employers usually carefully evaluate the person before promotions are made.
- ___ 6. Personality can be improved; therefore, one should find a job that fits his personality.
- ___ 7. Character is part of personality.
- ___ 8. We can rely upon our personal experiences for our knowledge on how to cope with our problems.
- ___ 9. A student must recognize his own feelings and motives for what they are, even if he is a little ashamed of them at times.
- ___ 10. Regardless of his personality, if jobs are chosen to fit a person's interests and abilities, he will get ahead in the world of work.
- ___ 11. Personality is fixed; therefore, an individual can do little to improve his personality.
- ___ 12. In selecting clothes, simplicity is smart for all occasions.
- ___ 13. When you are a dinner guest, start to eat the minute you are served.
- ___ 14. When you look and feel your best, you are more poised and confident.
- ___ 15. Initiative, tact, and reliability are keys to a successful career.
- ___ 16. Ill manners, untidiness, selfishness, and indifference will affect your ability to secure a job.
- ___ 17. Procrastination is getting the job done immediately.
- ___ 18. Your values are those things that are important to you.
- ___ 19. A goal is your purpose or aim.
- ___ 20. A carefully selected wardrobe will have little effect on your personal development.
- ___ 21. To have friends, you must first be a friend.
- ___ 22. Once you become friendly, you will always have friends.
- ___ 23. Everyone has a personality.
- ___ 24. A clean, neat appearance will help you overcome your shortcomings.
- ___ 25. Community customs, occasion, and the amount of money you have are factors to consider in selecting clothes.
- ___ 26. Antiperspirants lessen the flow of perspiration and should not be used by young ladies.
- ___ 27. Shyness is not a handicap in securing and keeping a job.
- ___ 28. Values are your purposes or aims in life.
- ___ 29. Personality is a total of all qualities, traits, and characteristics of an individual.
- ___ 30. Physical well-being has little effect on your choice of career.

31. Cosmetics are necessary grooming supplies.
32. Posture can reflect the mood of a person.
33. Your emotional health affects the quality of your appearance.
34. Your values and your standards affect your appearance.
35. Carelessness is a habit.
36. A person who is appropriately dressed is also attractively dressed.
37. Responsibility involves being honest with yourself and others.
38. Involvement usually creates relationships with others.
39. Appropriate dress on the job increases productivity.
40. The three activities of man are physical, intellectual, and psychological.

II. Choose the best answer in the following:

1. To work effectively in a group the things we must take care of are (is):
 - a. our hobbies
 - b. some of our ideas
 - c. our friends
 - d. none of these
2. In considering changing jobs one should:
 - a. let his boss know in advance
 - b. just not return to his old job after vacation
 - c. tell his co-workers he is quitting so they will tell his boss after he leaves
 - d. give his boss an oral notice before calling or advising him of his decision
3. Personality consists of:
 - a. our feelings
 - b. our behavior
 - c. the stability and consistency of our actions
 - d. all of these
4. All adolescents find it easier to adjust to life as it is to get along with a wide variety of people than the development of their ability to handle these situations:
 - a. anxieties develop
 - b. they develop self-confidence
 - c. they learn to control their emotions
 - d. they become more dependent on others
5. If you are to be liked it means:
 - a. like yourself
 - b. take advantage of others
 - c. respect all people
 - d. show a lot of respect for others

6. All the things that have happened to you since you were born:

- a. are your experiences
- b. have formed the permanent person you will be
- c. have little to do with your attitudes and abilities

7. Inside the first tiny jelly-like substance called you is:

- a. contained the genes that carry all the physical characteristics of you
- b. contained the destiny of your personality
- c. contained your tendencies toward the interests you will later have

8. Relationships can be improved if:

- a. we let people know how we feel in all situations
- b. we show others our acceptance and appreciation of them even if we don't see the same way they do
- c. we avoid them after a conflict in which we were not in agreement

9. Environment has proven:

- a. to be a strong force in determining the kind of person one will become as an adult
- b. a very small determining force in the kind of person one will become as an adult
- c. a mediocre influencing force in determining the kind of person one will become as an adult

10. The one following quality that will help a person in the world of work the most is:

- a. perseverance
- b. conceit
- c. bossiness

11. Match the word with its meaning:

- | | | |
|-----------------|-----|--|
| 1. conform | () | includes everything about us, total person |
| 2. self-esteem | () | an eager and often slightly worried desire |
| 3. personality | () | the freeing of fears by bringing them to consciousness |
| 4. awareness | () | the state of being knowledgeable about something |
| 5. catharsis | () | to be in accord or agreement |
| 6. acceptance | () | the mental activity that we know about or sense |
| 7. adaptability | () | the characteristic of change in order to fit a new situation |
| 8. emotions | () | the action of receiving with consent or approval |
| 9. interaction | () | respect one has of himself |
| 10. anabasis | () | the process of interrelation |

TEST KEYTrue - False

1. T 2. T 3. F 4. F 5. T 6. T 7. T 8. F 9. T 10. F
 11. F 12. T 13. F 14. T 15. T 16. T 17. F 18. T 19. T 20. F
 21. T 22. F 23. T 24. T 25. T 26. F 27. F 28. F 29. T 30. F
 31. T 32. T 33. T 34. T 35. T 36. F 37. T 38. T 39. T 40. T

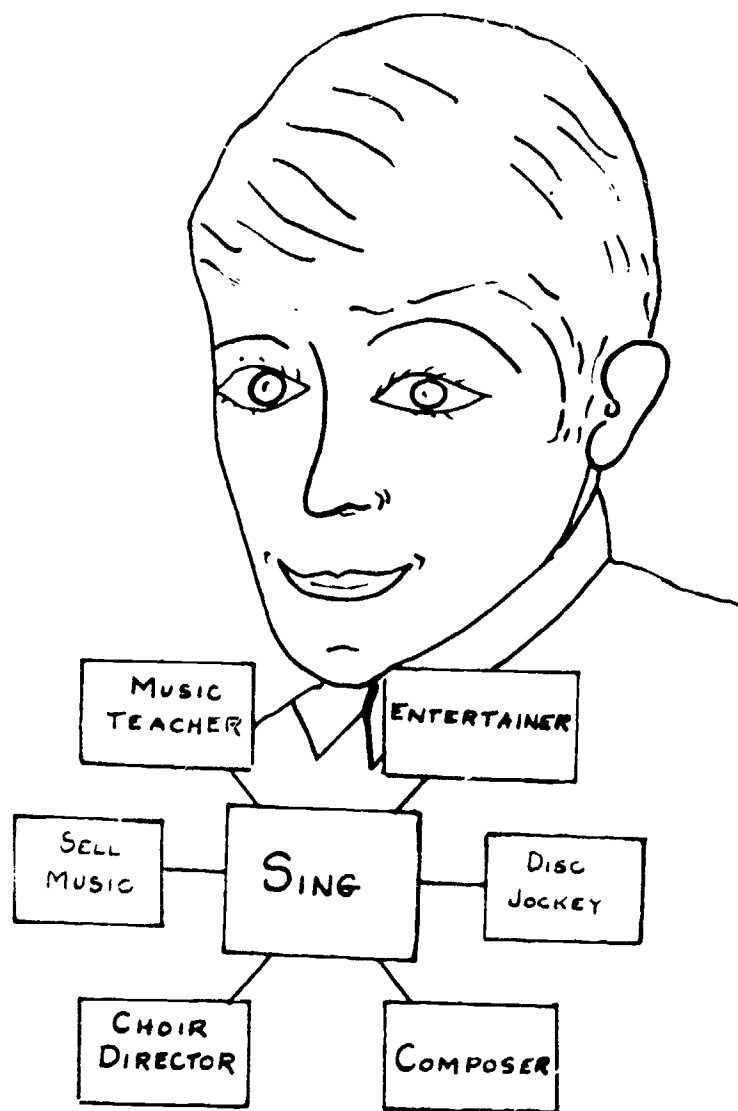
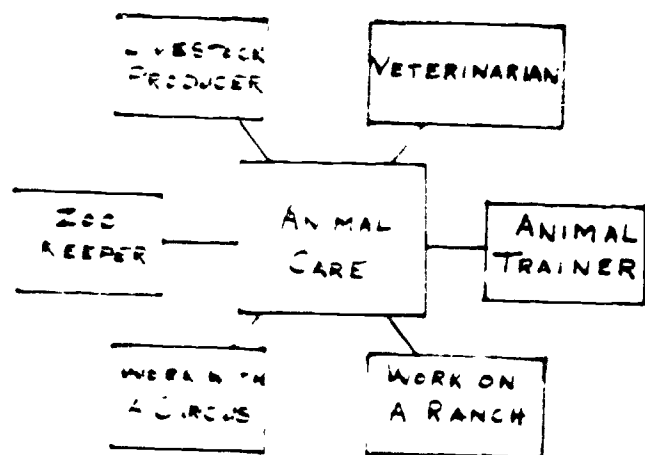
Best Answer

1. a 2. d 3. d 4. a 5. a 6. a 7. a 8. b 9. a 10. c

Matching

1. 3 2. 10 3. 5 4. 4 5. 1 6. 8 7. 7 8. 2 9. 6 10. 9

WHAT ARE MY GREATEST INTERESTS



UNIT 9

WHAT ARE MY GREATEST INTERESTS

I. OBJECTIVES

- A. Interest student in exploring world of work and his own possibilities in it.
- B. Help student gain insight into self which is essential in making vocational decisions.
- C. Create a need for awareness to explore occupations that fit his interest in order to plan for future career that is satisfying; a career in which he can do well.
- D. Realize ability and interest should be influencing factors in curriculum planning.
- E. Help student to see that all jobs have dignity in that they all contribute to society.
- F. Motivate student through his own perceptions and understandings about himself and his world.
- G. Help student see relationship of hobbies and use of leisure time in career decisions.

II. LESSON PLANS

A. LESSON 1

1. Discuss hobbies and use of leisure time and have students write a paragraph on "What I Would Do Today If I Were Free To Do As I Choose."
2. Have students list some occupations that might be related to activity in the above paragraph.
3. Ask for a volunteer student to go to the board and list a chore or job which he has done and enjoyed. Have class name careers this person might explore for future work. This student might then check the ones that appeal to him.
4. Inform the class that there are evaluative surveys that help to bring out interest areas which some people are not aware that they have. Explain that a survey of this nature is available to them. Tell class something about the Kuder Interest Survey and ask for a class vote as to whether they would like to explore their interests by taking the survey.
5. Do Handout 1.

B. LESSON 2

1. The Kuder F General Interest Survey is handed out and the nine areas of interest are discussed. These are found on the back page of the test. Students are asked to close the book and mentally review the nine areas again. Teachers may then ask one student to name an area and the class respond with some occupations within the area.
2. Estimated Profile (Handout 2) - this estimated profile will give the student a chance to plot 2 of the areas in which he thinks he will go low and 2 in which he thinks he will go high. (Percentiles will need to be discussed so student will understand the meaning of the word.)

C. LESSON 3

1. Directions for taking the test are explained.
2. Instruments for marking are handed out and test administration will take two class periods.

D. LESSON 4

1. Tests may be scored by students since class can be told that each one's answers are just part of his interest pattern and would be of no value to anyone else.
2. Students may "spot check" each other with a "pal" for errors.
3. Instructions for making the individual profile are explained using individual scores. The profile graph is found in the back of the test booklet. (Separate profile for boys and girls.)
4. Students can now compare estimated profile with actual profile made from Kuder Survey. (Students are almost always reinforced by similarity of the two, even though the Survey may uncover hidden interest areas of which students were not aware.)

E. LESSON 5

1. Study job cluster or job families.
2. Show film "What Are Job Families"
 - a. Bring out the idea that jobs may be in same family because they
 - (1) are in same industry
 - (2) require similar training
 - (3) involve similar activities
 - (4) satisfy similar interests
 - (5) require similar skills
 - (6) are in the same location

- b. Bring out the idea that a job can belong to several families.
- 3. Do Handout 3 on two occupations within your interest areas.
- 4. Have one group prepare a diagram of a job cluster in one business. Example: Vitronics, Incorporated
 - a. tour Vitronics, Incorporated
 - b. tour Area Vocational School - study list in diagram cluster and list classes in students' school where training in that area may be obtained

F. LESSON 6

- 1. Present and orient a good occupational kit so that students may study briefs on occupations of their choice. Understanding Occupational Roles Kit has briefs on some 350 occupations.
 - a. The occupations are divided into jobs concerned with people, jobs concerned with things, and jobs concerned with ideas.
 - b. Occupational briefs tell training needed, how to get started, future in the job, approximate salary ranges, qualifications, duties, and necessary things to know about a job.
 - c. Do Handout 4.

G. LESSON 7

- 1. Study list of classes open to the group for the following High School years.
- 2. Do "mock" enrollments for each year in future high school years that would help prepare student for jobs in his interest area.

H. LESSON 8

- 1. Write a 3-4 page theme on "What Are My Interests and How Can I Use Them To Best Advantage In My Future?"

I. OTHER SUGGESTED ACTIVITIES

- 1. Divide class members into teams. Have occupations listed on slips of paper in a container. One member from each team draws a slip from container and reads the occupation. Each has 15 seconds in which to classify the job into the correct interest area. A panel of "experts" from class makes the final decision as to the correctness of the response. The team with the most correct answers is the winner. (Note: Some of these occupations obviously must be difficult in order to challenge the students.)

2. What's My Line -- a game with moderator and contestant. The member has an occupation. Alternate panels of four members each try to guess the occupation by questioning. Questions must be answered with "yes" or "no."
3. Make a list of seasonal jobs by using student's own interest areas.
4. Make a list of jobs that can be found in certain climates or localities using student's own interests.

III. EVALUATION - Test (Handout 5)

REFERENCES

A Resource Guide For Career Development in the Junior High School. Minnesota Department of Education, Division of Instruction, Pupil Personnel Service Section.

Belanger, Laurence L. Occupational Exploration Kits. Chicago: Science Research Associates, Inc., 1971.

Cottle, William C. Interest and Personality Inventories. Boston: Houghton Mifflin Company, 1968.

Johnson, Norbert and Jasper S. Lee. Occupational Orientation. An Introduction To the World of Work. Mississippi State: Mississippi University, 1973.

Krumboltz, John D. Job Experience Kits. Chicago: Science Research Associates, Inc., 1970.

Kuder, Frederic. Kuder E General Interest Survey. Chicago: Science Research, Inc.

Widening Occupational Roles Kit. Chicago: Science Research Associates, Inc.

TEST KEY

True-False: 1. T 2. T 3. F 4. T 5. T 6. F 7. T 8. F 9. F 10. F

Best Answer: 1. C 2. B 3. A 4. C 5. D

Appropriate Word: 1. computational 2. literary 3. profile 4. scientific
5. artistic 6. persuasive 7. percentile 8. category
9. mechanical 10. clerical

Underlined Answer: 1. second 2. second 3. second 4. second 5. first

HANDOUT 1

ABILITIES, SKILLS, AND INTERESTS

When you're trying to decide what kind of work you'd like to do, it's important for you to know what abilities, skills, and interests you have. If you do, then this knowledge should give a better understanding of the kind of work you probably would look for — work in which you can actually make use of these qualities.

Listed below are some abilities, skills, and interests. Put a check mark beside any of them which you feel you have.

- | | |
|--|--|
| <input type="checkbox"/> speak another language | <input type="checkbox"/> seem to be able to teach others |
| <input type="checkbox"/> play a musical instrument | <input type="checkbox"/> good salesman |
| <input type="checkbox"/> can write good letters | <input type="checkbox"/> interested in anything scientific |
| <input type="checkbox"/> have leadership qualities | <input type="checkbox"/> read and write well |
| <input type="checkbox"/> good at sports | <input type="checkbox"/> like to tinker with anything mechanical |
| <input type="checkbox"/> enjoy doing creative work with your hands | <input type="checkbox"/> good at growing things |
| <input type="checkbox"/> excellent eye-hand coordination | <input type="checkbox"/> enjoy working with animals |
| <input type="checkbox"/> can repair things quickly | <input type="checkbox"/> good at helping others |
| <input type="checkbox"/> like performing in public | <input type="checkbox"/> have artistic ability |
| <input type="checkbox"/> enjoy constructing things | <input type="checkbox"/> interested in anything that has to do with aviation |

HANDOUT 2

A SAMPLE PROFILE -- VOCATIONAL PREFERENCE RECORD

	INTEREST AREAS									
	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical
HIGH										
AVERAGE										
LOW										

NAME: _____

HANDOUT 3

INTERESTS AND ABILITIES

If the results of an interest inventory showed you had one of the following, list two (2) occupations you might pursue which require the interest of this type.

- | | | |
|-------------------|-----------|-----------|
| 1. Outdoor | (a) _____ | (b) _____ |
| 2. Mechanical | (a) _____ | (b) _____ |
| 3. Computational | (a) _____ | (b) _____ |
| 4. Scientific | (a) _____ | (b) _____ |
| 5. Persuasive | (a) _____ | (b) _____ |
| 6. Artistic | (a) _____ | (b) _____ |
| 7. Literary | (a) _____ | (b) _____ |
| 8. Musical | (a) _____ | (b) _____ |
| 9. Social Service | (a) _____ | (b) _____ |
| 10. Clerical | (a) _____ | (b) _____ |

List two (2) occupations which require the following abilities:

- | | | |
|--------------------------------|-----------|-----------|
| 1. Verbal
Comprehension | (a) _____ | (b) _____ |
| 2. Reasoning | (a) _____ | (b) _____ |
| 3. Number | (a) _____ | (b) _____ |
| 4. Space | (a) _____ | (b) _____ |
| 5. Mechanical
Comprehension | (a) _____ | (b) _____ |
| 6. Physical | (a) _____ | (b) _____ |
| 7. Scientific | (a) _____ | (b) _____ |
| 8. Creative | (a) _____ | (b) _____ |

HANDOUT 4

Vocational Investigation

The following is an outline to aid you in determining what you ought to investigate under the various areas of a job analysis. Not all areas noted here will apply to every job or job field you study.

A. Nature of the Work

1. What kind of a job is this?
2. What work would I actually perform if I were to enter this field?
3. Why does this sort of work appeal to me?
4. Could I really do this work? If not, why?

Be thorough if you do this part.

B. Personal Requirements

1. What type of interests does this job require?
 - a. Do I possess these interests?
 - b. How does my Kuder relate to the interest requirements of this job?
 - c. Do my hobbies bear any relation to the types of interests required by this job?
 - d. Could I develop interests such as this job requires?
2. What abilities would I have to possess in order to enter and perform this job?
 - a. Do I really possess these abilities?
 - b. How do I know I possess these abilities?
 - c. What do my tests indicate?
 - d. Could I achieve or learn the skills necessary for this job?
3. What type of personality does this job require?
 - a. What are some personal qualities that would be necessary in this job?
 - b. Do I possess these qualities?
 - c. If not, could I develop these personal qualities?
4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?
5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values, or attitudes?

HANDOUT 5

WHAT ARE MY GREATEST INTERESTS

I. Write T before True Statements; F before False Statements.

1. ☐ Individual aptitudes and interests can be tested resulting in job placement best suited for the individual.
2. ☐ Any business exists for the purpose of producing goods or providing services that people want and for which they are willing to pay.
3. ☐ Work to an average adult takes only a small part of his waking hours.
4. ☐ Interests are a result of our experiences.
5. ☐ Work uses much of a person's energy and a clever worker is one who does what interests him while he is earning a salary.
6. ☐ Many people have the same combination of interests and relative strengths which makes individuals have patterns exactly alike.
7. ☐ One's interest in an activity is just as important for satisfaction in it as one's skill in doing the activity.
8. ☐ Interest is synonymous with ability.
9. ☐ Social activities preferred by you show no inclinations toward your future goals in the world of work.
10. ☐ The interests one develops while in school has no influence on the type person one might choose for a husband or wife.

II. Place a check mark before the best answer:

1. One can build a more satisfying and happy life by
 - ☐ a. seeking out a high paying job
 - ☐ b. getting all the education one can
 - ☐ c. trying new experiences which give the opportunity to discover interests and then cultivate them
 - ☐ d. making new friends
2. Interest can best be defined as
 - ☐ a. how well you do a job
 - ☐ b. attitude or feeling of intentness or pleasure in a thing or an activity
 - ☐ c. what one does that uses up energy
 - ☐ d. the activity in which most people are engaged

3. A psychologist who has divided interests into ten major areas and designed a Survey for pointing out an individual's interest pattern is
- ☐ a. Kuder
 - ☐ b. Rogers
 - ☐ c. Wren
 - ☐ d. Freud
4. Several psychologists who have studied interests are agreed on the idea that though young people's interests change they usually begin to become stable between the ages of
- ☐ a. 10-12
 - ☐ b. 14-16
 - ☐ c. 16-20
 - ☐ d. 20-24
5. It is important to develop new interests because
- ☐ a. technological changes might make your occupation obsolete
 - ☐ b. the more activities you know about, the broader your interests may become
 - ☐ c. your future occupational plans are more flexible
 - ☐ d. all of these

III. Fill in the blanks with the most appropriate answer taking the word from the list below:

profile	computational
percentile	clerical
category	literary
persuasive	scientific
mechanical	artistic

1. A computer programmer should show a high interest in _____.
2. A newswriter should show a high interest in _____.
3. A kind of pictorial graph _____.
4. A commercial gardener should show a high interest in _____ ability.
5. An architect should show a high _____ interest.
6. A door-to-door salesman should show a high _____ quality.
7. A type of ranking from a sample of people showing how one ranks when compared with 100 people in the same sample _____.

8. Class or division in a scheme of classification is called a _____.
9. A garage owner should have _____ ability.
10. A filing clerk should show high _____ interest on an interest test.

IV. Underline the best answer:

1. A person (must have, must not necessarily have) interest in an occupation in order to do a good job.
2. All jobs (receive monetary rewards, do not receive monetary rewards.)
3. Once we develop an interest (we seldom cast it aside, we often cast it aside) for another new developed interest.
4. A person unhappy in his work will (get over it when he leaves his job at the end of the day, will often be an irritable person with whom to associate) when he is no longer on the job.
5. You must have a (high interest in a specific job in order to sell yourself to an employer, gift of gab to sell yourself to an employer) if you hope to continue in the job as a success year after year.

V. TEST KEY (See page 81).

UNIT 10

WHAT AM I CAPABLE OF DOING

I. OBJECTIVES

- A. To help students identify and become knowledgeable of different skills they possess and may want to develop.
- B. To show how test results can be a source of information which will stimulate exploration of self in relation to career.
- C. To guide students in adopting their skills, through education, to the careers for which they are best suited.

II. LESSON PLANS

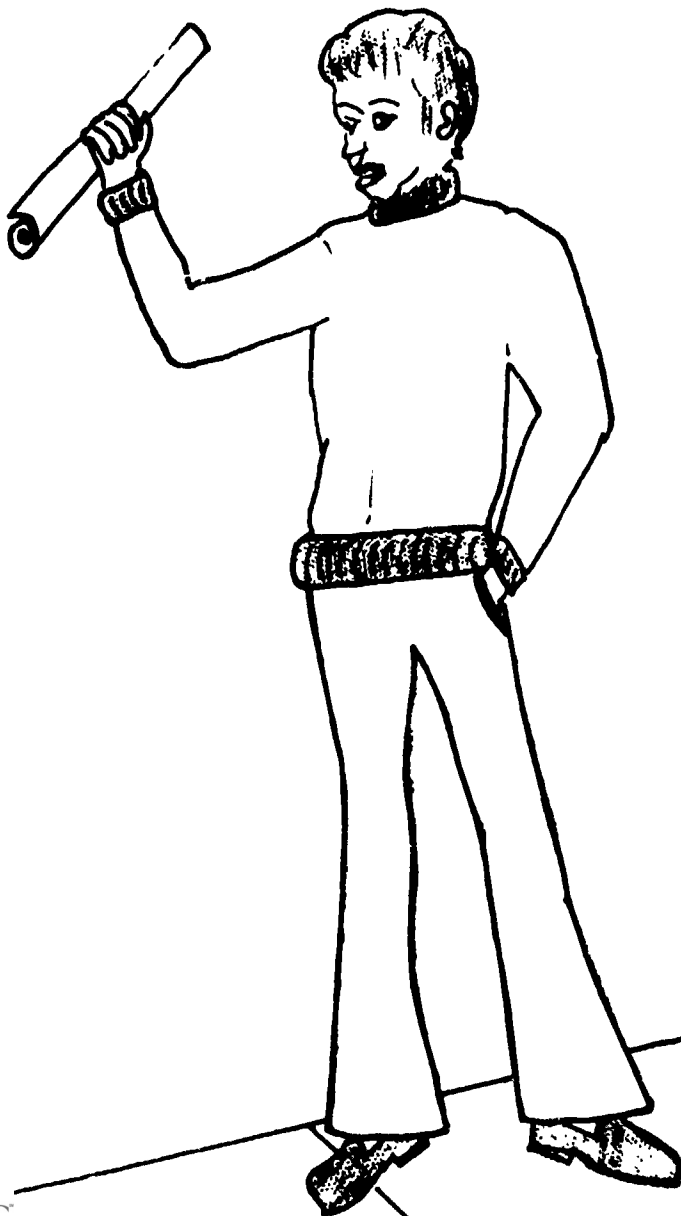
A. LESSON 1 - What You Like To Do Best

- 1. Personal reasons for your choices
 - a. success or failure earlier in life
 - b. hobbies you may enjoy
 - c. your ideas of a good time
 - d. how you spend your leisure time
 - e. how you spend your money
 - f. what you enjoy reading
- 2. Environmental reasons for your choices
 - a. personal ambitions for yourself
 - b. ambitions of your parents for you
 - c. influence of your friends
 - d. money earned by those engaged in this type of work

B. LESSON 2 - What You Think You Do Best

- 1. Personal Characteristics which influence your opinions
 - a. fast or slow with hands
 - b. neat and careful or careless
 - c. ease in assembling toys or mechanical things
 - d. enjoy working alone or with others
 - e. enjoy working indoors or outdoors
- 2. Personal desires as to job characteristics
 - a. working hours
 - b. full time, year around, etc.
 - c. places you work -- city or rural
 - d. large plants or small plants
- 3. How school influences your opinions
 - a. What activities in class or out of class did you enjoy and did well?

WHAT AM I CAPABLE OF DOING



b. Ask others' opinions about how well you do certain things.

4. Use checklist (Handout 1) to evaluate your strengths and weaknesses.

C. LESSON 3 - What Achievement Indicates You Do Best

1. What do your grades in school indicate about your talent and aptitude?

2. In what areas do you perform best on your achievement tests?

3. What honors and awards have you won?

- a. in 4-P activities
- b. in Scouts
- c. in school activities
- d. in sports

4. Use a filmstrip such as "What Good Is School?"

D. LESSON 4 - What Test Instruments Indicate Your Areas of Ability

1. Purposes of tests

- a. Tests are effective means of helping direct the thoughts of students to their individual differences.
- b. Tests are for self-understanding by the students.
- c. Tests give teachers and counselors a guide from which to advise students in career decision-making.
- d. Tests are indicators of ability, strengths, and weaknesses as well as strong and weak interests.

2. Useful tests in Career Planning

- a. Interest Tests (Kuder) -- this is an indicator of interests but does not indicate ability.
- b. Aptitude (General Aptitude Test Battery in tenth grade) -- this test battery indicates areas in which one has special abilities.
- c. Achievement (California Achievement Test in seventh, eighth and ninth grades) -- this test is an indicator of past performances in areas such as math, English, and reading.
- d. Mental Ability (California Test of Mental Ability in seventh and ninth grades) -- this is a test of mental ability often referred to as I.Q. Test.

3. Shortcomings of tests

- a. Students should realize that tests are tools and cannot be relied upon as the final word.
- b. Students sometimes do not understand the purpose and uses of tests; thus they do not perform as well as they could.
- c. Test behavior is only a small sample of behavior.

4. Rules for taking tests

- a. Work as fast as you can -- most standard tests have time limits.
- b. Whenever you think you have the right answer, put it down.
- c. Always follow directions.
- d. Do not give up because a test is difficult.

E. LESSON 5 - Developing Your Abilities

1. One's vocation must fill one's need for self-respect and accomplishment as well as provide a living wage. Consider the following factors:
 - a. Personal - those things (skills) about a person that make him different from another person.
 - b. Manual and Mechanical - those skills found in construction, manufacturing, agriculture, and forestry.
 - c. Academic - involves leadership and scholastic skills in specific jobs such as teaching.
 - d. Clerical, Sales, and Service - attending to the needs of others, salesmanship, or following directions.
 - e. Professional, Technical and Managerial - technical involves skills that require a combination of scientific knowledge and training in a specific area; professional - requires a college degree or other experience to provide a working knowledge; managerial involves working with people in planning, supervising and coordinating activities.
2. Make a list of occupations and classify them correctly.
3. Make a list of skills you need to develop and list ways you can accomplish this.
 - a. Try various jobs around the home to gain experience and try new things.
 - b. Practice will help you improve and develop your special abilities.
 - c. Do your best - there is usually room for improvement.
 - d. Your careful choice of curriculum should help develop specific skills.

III. EVALUATION

- A. Give the students the Fact Sheet (Handout 2).
- B. Have each student write a paragraph considering his knowledge of self, his interests, his aptitudes, and his ambitions. Then have him give some tentative plans for his future that fit his assessment of self.

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HANDOUT 1

WHAT I DO WELL(Mark an X in the Correct Column)

	<u>Very Well</u>	<u>Pretty Well</u>	<u>Not So Well</u>
1. Swimming	_____	_____	_____
2. Tennis	_____	_____	_____
3. Team Games (like baseball)	_____	_____	_____
4. Music (singing, instrumental)	_____	_____	_____
5. Art	_____	_____	_____
6. Writing (poetry, stories)	_____	_____	_____
7. English	_____	_____	_____
8. Arithmetic	_____	_____	_____
9. Science	_____	_____	_____
10. History	_____	_____	_____
11. Home chores	_____	_____	_____
12. Earning spending money	_____	_____	_____
13. Working out problems through reasoning	_____	_____	_____
14. Working with your hands sewing, shopwork	_____	_____	_____
15. Memorizing	_____	_____	_____
16. Others	_____	_____	_____

HANDOUT 2

FACT SHEET

1. Each of us possesses abilities of some kind.
2. Every job demands many kinds of aptitudes.
3. We need to give careful thought to occupations that utilize our best abilities.
4. Interest tests are indicators of interest but not of abilities possessed. (Kuder)
5. Achievement tests show how we have progressed in school subjects. (CAT)
6. Aptitude tests show areas where we have special abilities. (GATB)
7. Your environment has a great influence on your choice of vocation.
8. Career discussions should be based on interests and abilities.

VOCABULARY

Aptitude - developed or undeveloped capacity or skills.

Curriculum - A fixed series of courses required to arrive at certain goals.

Vocation - The career in which one is engaged.

Skills - Expertness that comes from training and practice.

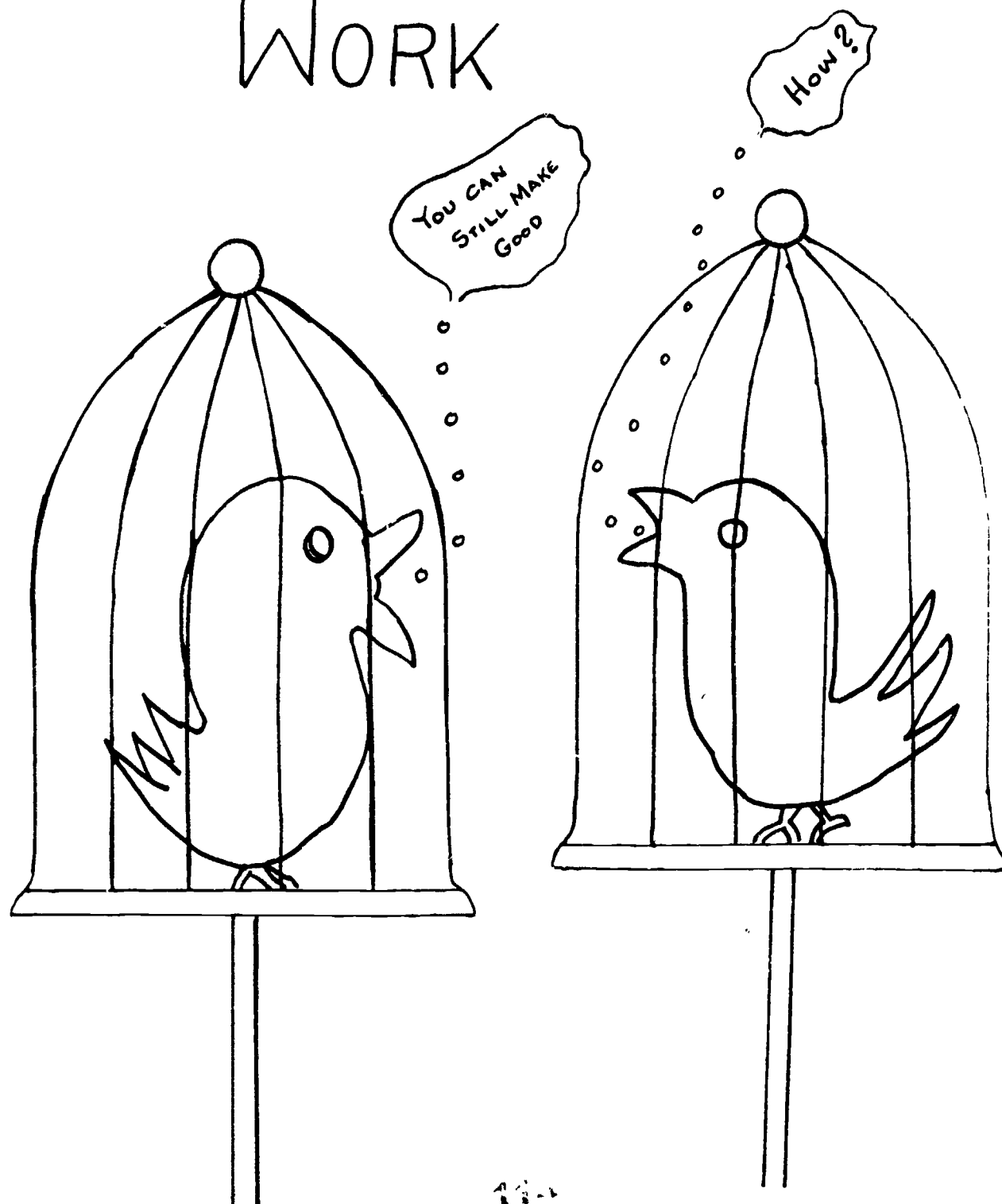
UNIT 11

DEVELOPING GOOD ATTITUDES TOWARD WORK

I. OBJECTIVES

- A. To present materials which will prove to the students that attitude is a visible, measureable, and could be changeable part of an individual's personality.
 - 1. To show students how easily attitudes are recognized.
 - 2. To lead students into a knowledge that attitudes are a result of feelings.
- B. To help students to understand that their attitudes are not "born"; rather that they are learned, acquired, and even cultivated.
 - 1. To provide insight for the student to recognize the attitudes he has that need to be changed.
 - 2. To help the students to see that it is not just enough to stop an attitude; rather that we must replace the poor attitude with a better one.
 - 3. To create in them a desire to change by helping them see that knowledge of attitudes is useful if we use the knowledge.
 - 4. To provide the student with concrete media to use in recording his progress.
- C. To develop the idea that a positive attitude is not just the best attitude but it is the only attitude to use to write success stories.
 - 1. To instill within each student the definite thought that a positive attitude is a must if one is to become a success.
 - 2. To prove to the students that our attitude is often a final determining factor in life's success story.
- D. To prove to the students that their attitudes will help them obtain and keep jobs.
 - 1. To emphasize that work is necessary for an individual to become a well-adjusted happy individual.
 - 2. To show the students that it is not easy to succeed on a job since eventually there will be only one employer to evaluate his work.
 - 3. To stress the fact that 80% of the people who lose their jobs

DEVELOPING GOOD ATTITUDES TOWARD WORK



do not lose them because they cannot perform the task. They lose them because they have poor attitudes and find that they cannot get along with others.

4. To present concrete examples showing how to "win a job" and "impress people" by using a positive attitude.

II. LESSON PLANS

A. LESSON 1

1. Begin the class by asking students what they think "attitude" means. Use their answers to compile some ideas. Then place these ideas on the board as a definition.
2. Hand out the following on a sheet and spend the rest of the period discussing them.
 - a. Attitude is an expression perhaps by word or action, of a person's reaction toward and feeling concerning a person, a thing, or a situation.
 - b. Attitude - a persistent inclination to constantly react in a particular way toward either an idea, group, person or thing, or a combination of these.
3. Give as a pretest Handout 8. Give again as a post-test for your evaluation at the end of the unit.

B. LESSON 2

1. Getting acquainted with your attitudes and changing some of them can help you to
 - a. Define your purpose in life
 - b. Go the extra mile most of the time
 - c. Develop accurate thinking when necessary
 - d. Think positive most of the time
 - e. Believe you can do the job successfully
 - f. Develop a good personality
 - g. Become an enthusiastic helpful individual
 - h. Accept failures gracefully
 - i. Understand and develop qualities needed to work as a team
 - j. Develop insight and vision
2. Have these ten things on a handout sheet or place them on the board.
3. Ask the students to arrange them in the order of importance.
4. Brainstorm with the youngsters bringing out the fact that attitudes develop from the ways we "feel" about things and people.

C. LESSON 3

1. Use the filmstrip "Should You Feel Inferior?" Discuss in class how feeling inferior can cause one to develop a negative or a "no need to try" attitude.
2. If the filmstrip is not available write the word "Giveupitis" on the board and brainstorm with attitudes which could cause this to develop.
3. Have the students make a list of things a person might do on a job that would reflect inferior feelings.

D. LESSON 4

1. Present the students the sheet "How Well Do You Follow Directions." (Handout 1)
2. When each student has finished have a good laugh with the students, being certain that no student feels the class is laughing at him.
3. Brainstorm with the idea that failing to do a thing does not mean that an individual is a failure.

E. LESSON 5

1. Present these two ideas on the board.
 - a. "Your mental attitude can be more important than your mental capacity."
 - b. "Success is 90% attitude."
2. Divide the class into small groups and let them "buzz" for 15 minutes. Instruct them to choose a chairman to present each group's ideas to the class.
3. Then show filmstrip "Do You Win Friends and Lose Arguments?"
4. Spend the rest of the period in class discussion.

F. LESSON 6

1. Complete the following
 - a. Take the first step_____
 - b. Satisfaction is a mental attitude_____
 - c. Your mental attitude_____
 - d. Look beyond today_____
 - e. You can do it_____
 - f. Life is just an employer_____
 - g. Hope_____
 - h. What the mind can believe_____
 - i. It's the little things_____
 - j. Defeat can be a stepping stone_____
 - k. Attitudes can be_____
 - l. A positive attitude can cause one to keep his eye upon the

- do-not_____
- m. It takes as much energy to do a job right_____
 - n. Accentuating good things will_____
 - o. Sharing good things with another_____
2. Have the students place their unfinished statement on the board. Use class discussion and decide upon a good ending.
 3. Discuss ways that a positive attitude in these areas will help one obtain and keep a job.
 4. At the end of the period hand out the matching quiz. Let the students check their answers and keep the sheet for their notebooks. (Handout 2)

G. LESSON 7

1. Have four volunteer students plan to present a presentation to the class entitled "What's My Attitude?" Let each student present his attitude first through body movement. If no one guesses it, let him present the facial expression, then perhaps use a sound to illustrate the attitude. The audience may ask questions to elicit a "yes" or "no" from the performer.
2. Present the filmstrip "How Can I Understand Other People."

H. LESSON 8

1. Have the students name other characteristics that are derived from attitudes which would help one get a job.
2. Brainstorm with the idea that now the individual has obtained the job, what must he do to keep the job.
3. Present Handout 3 "Attitude Clusters." Use to build clusters needed in professional, service and managerial areas.

I. LESSON 9

1. Invite a resource person to speak to the students about characteristics he is looking for when a new worker is employed.
2. Have the students rate themselves on the traits employers expect workers to have. Use 1, 2, 3, as ratings with 1 as the best, making the lowest score the best.
 - a. good work attitude
 - b. dependability
 - c. cooperation
 - d. initiative
 - e. pride in work
 - f. ability to get along with others
 - g. honesty

- h. enthusiasm
- i. cheerfulness
- j. ability to listen and carry out instructions
- k. loyalty
- l. efficiency - not wasting time and materials
- m. reliability
- n. good and prompt attendance
- o. helpfulness
- p. willingness to learn
- q. ability to follow rules and regulations

J. LESSON 10

1. Hand the students the "Attitudes" sheet (Handout 4) and have them place the correct caption beneath each. Give them the list of other attitudes and let them write ways they could show these attitudes.

K. LESSON 11

1. Hand out the sheet "Reasons Why Workers Lose Their Jobs" (Handout 5). Ask the students to rearrange them in the order of importance as they view them.
2. Have two students role-play the positions of the "boss" and the employee in a situation in which the employer is dismissing the worker.

L. LESSON 12

1. Use the film "Job Attitudes: Why Work At All" (10 minutes).
2. Have the students compile a list of attitudes that will help a student obtain and keep a job.

M. LESSON 13

1. Have two students role-play as prospective employer and prospective employee.
 - a. Let the "employer" explain to the student that the job will require much co-operation.
 - b. Ask the applicant to fill out the "Attitude Chart" (Handout 6), placing a check after one of each pair indicating his or her attitude. Have them add the number of checks in each column and multiply each total by 4. The product of the positive column is a plus quantity, that of the negative column is a minus quantity.
 - c. Next hand out two sheets to each person and let them score themselves on one of them.
 - d. Ask them to take the other sheet with them and ask a friend to honestly score them.
 - e. Have them fill out a blank sheet with five attitudes they want to improve and record their improvement for the next month.

N. LESSON 14

1. We all need to feel secure, loved, and wanted. We learn in life that there are some things we do well and we do these things often. We keep working to improve the areas in which we are not very successful. We begin to understand that all people have strong areas and weak areas; yet each person can be a worthwhile individual. In the search for our identity, we found that our attitudes have controlled the way we have behaved.
2. Some of the ways people behave are listed in Handout 7. Fill in and discuss.

M. LESSON 15

1. There is usually only one copy of the Dictionary of Occupational Titles, Volume II available; therefore, this assignment could be used for the students to complete on their own time as they find the time available.
2. Have them list three worker requirements for each of the following jobs.
 - a. secretarial and related work
 - b. classifying, filing, and related work
 - c. computing and related recording
 - d. cooking and related work
 - e. precision working
 - f. industrial training
 - g. industrial engineering and related work
 - h. three other areas of interest toward which their self-appraisal materials point them

III. EVALUATION - Test

- A. Use the same test (Handout 8) that you used as a pre-test to evaluate this unit.

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TEST KEYS

Handout 2 - Matching Quiz

1. h 2. c 3. n 4. e 5. k 6. i 7. a 8. d 9. l 10. f
11. g 12. i 13. b 14. o 15. m

Handout 8 - Developing Good Attitudes Toward Work

1. c 2. e 3. i 4. b 5. g 6. h 7. d 8. f 9. j 10. a
1. T 2. T 3. F 4. T 5. T

HANDOUT 1

HOW WELL DO YOU FOLLOW DIRECTIONS

Directions: Read all of this before starting. This is a timed-test so work quietly and quickly. Don't talk to anyone else.

1. Print your name in the upper left hand corner of this paper.
2. Write your birthday over your name.
3. Put today's date in the upper right hand corner of this paper.
4. If you have completed the first three numbers on this test, tap your head with your pencil.
5. Draw five stars at the bottom of this sheet.
6. Draw a line under the word DO in the title.
7. In capital letters spell the word "smart" backwards on this line. _____
8. If you think you have followed directions correctly, so far, sit up really straight and smile.
9. In the bottom right hand corner list the number of people in this room.
10. Underline every odd number found on this page and scratch through all of the odd numbers.
11. Write on the line at the top of the page "I Know I t I Am Doing."
12. Say the name of your school out loud. _____ Write it.
13. Write the first and last letter of the alphabet. _____
14. Now since you have read these directions, don't do any of these things; just watch the other students.

HANDOUT 2

MATCHING QUIZ

- | | |
|---|------------------------------------|
| 1. ____ Take the first step... | a. is a magic ingredient. |
| 2. ____ Satisfaction is a mental attitude... | b. as it does to do it wrong. |
| 3. ____ Your mental attitude... | c. and will always show. |
| 4. ____ Look beyond today... | d. the mind can achieve. |
| 5. ____ You can do it... | e. and life will be happier. |
| 6. ____ Life is just an employer... | f. or a stumbling block. |
| 7. ____ Hope... | g. and caught. |
| 8. ____ What the mind can believe... | h. and the next will be easier. |
| 9. ____ It's the little things... | i. and not upon the hole. |
| 10. ____ Defeat can be a stepping stone... | j. it gives you what you ask. |
| 11. ____ Attitudes can be taught... | k. if you believe you can. |
| 12. ____ A positive attitude can cause one to keep his eye upon the do-nut... | l. that make the big difference. |
| 13. ____ It takes as much energy | m. will double both persons' joys. |
| 14. ____ Accentuating good things will... | n. is learned. |
| 15. ____ Sharing good things with another... | o. attract good things. |

TEST KEY (See page 101)

FANDOUT 3

ATTITUDE CLUSTER

List seven attitudes one must develop
to become a good

(Any Occupation)

A diagram consisting of seven empty circles arranged in a pyramid shape. The top row has one circle. The second row has two circles. The third row has three circles. The bottom row has four circles. This arrangement provides a structured space for listing seven attitudes.

HANDOUT 4

ATTITUDES

<p>Appear five or ten minutes ahead of the appointment.</p> <p>_____</p> <p>1</p>	<p>Be dressed neat and clean. Have hair combed, clothes well pressed, and shoes shined.</p> <p>_____</p> <p>2</p>	<p>Sit up straight, feet firmly on the floor. Look alert.</p> <p>_____</p> <p>3</p>
<p>Think before answering questions.</p> <p>_____</p> <p>4</p>	<p>Show that you have learned something about the job.</p> <p>_____</p> <p>5</p>	<p>Be grown-up and businesslike.</p> <p>_____</p> <p>6</p>
<p>Address the prospective employer by Mr. or Mrs.</p> <p>_____</p> <p>7</p>	<p>Be polite. Don't give information you're not asked for.</p> <p>_____</p> <p>8</p>	<p>Keep personal facts out of the interview unless you are asked for them.</p> <p>_____</p> <p>9</p>

Tactful
Punctual
Intelligent
Considerate
Neat
Ingenious
Poised
Polite
Interested

Interested
Industrious
Thorough
Persistent
Adaptable
Orderly
Responsible
Speedy
Loyal

Alert
Accurate
Careful
Self-Confident
Honest
Forceful
Friendly
Cheerful
Stable

HANDOUT 5

REASONS WHY WORKERS LOSE THEIR JOBS

- A. Carelessness
- B. Unwillingness to follow rules
- C. Laziness
- D. Absence or tardiness without cause
- E. Troublemaking
- F. Too much attention to outside interests
- G. Lack of initiative
- H. Too little or too much ambition
- I. Disloyalty
- J. Irresponsibility
- K. Lack of adaptability
- L. Misrepresentation

HANDOUT 6

ATTITUDE CHART

<u>WORK ATTITUDES</u>			
Positive	Check	Negative	Check
1. Being Speedy		Being a Slow Worker	
2. Always Punctual		Being a Shirker	
3. Being Interested		Acting Indifferent	
4. Being Persistent		Being a Quitter	
5. Always Loyal		Being Disloyal	
6. Trying to Be Orderly		Acting Disorderly	
7. Being Thorough		Appearing Haphazard	
8. Being Adaptable		Being Set in Your Ways	
9. Being Industrious		Appearing Lazy	
10. Being Responsible		Being Irresponsible	
<u>MENTAL ATTITUDES</u>			
11. Being Forceful		Acting Inane	
12. Being Accurate		Being Inaccurate	
13. Acting Alert		Being A Drifter	
14. Being Honest		Being Dishonest	
15. Being Ingenious		Being a Routine Worker	
16. Being Careful		Being Impulsive	
17. Appearing Intelligent		Appearing Slow to Comprehend	
18. Showing Self-Confidence		Being Fearful	
<u>SOCIAL ATTITUDES</u>			
19. Being Tactful		Appearing Tactless	
20. Acting Friendly		Being too Shy	
21. Being Polite		Being Discourteous	
22. Being Cheerful		Acting Gloomy	
23. Appearing Neat		Being Untidy	
24. Acting Considerate		Being Inconsiderate	
25. Appearing Stable		Being overly Excitable	

IMPROVEMENT CHART

ATTITUDE	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1																				
2																				
3																				
4																				
5																				

HANDOUT 7

WAYS PEOPLE BEHAVE

- | | |
|--|---------------------------------------|
| 1. Try to do good work | 11. Is very sociable when possible |
| 2. Often bullies other people | 12. Daydreams a lot |
| 3. Is always friendly | 13. Acts "wise" and "smart-alecky" |
| 4. Picks on other people | 14. Is fun to be with |
| 5. Rips work up and bangs things | 15. Listens to others attentively |
| 6. Is very sarcastic much of the time | 16. Bosses other people without cause |
| 7. Laughs a lot | 17. Is at ease with people |
| 8. Is too proud of himself | 18. Is noisy and loud too often |
| 9. Shows off often | 19. Is agreeable most of the time |
| 10. Stays away from people when he should be working with them | 20. Takes advice when necessary |

A PERSON WITH A GOOD
POSITIVE CONSTRUCTIVE ATTITUDE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A PERSON WITH A
NEGATIVE ATTITUDE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

HANDOUT 8

TEST

DEVELOPING GOOD ATTITUDES TOWARD WORK

A. Match the following

- | | |
|---|--------------------------------|
| 1. ___ Attitudes can | a. employee's attitude |
| 2. ___ The most important element in attitude change is the | b. necessity |
| 3. ___ Attitudes are a result of | c. changed |
| 4. ___ A positive attitude is a | d. always room for improvement |
| 5. ___ Attitudes are | e. individual |
| 6. ___ Work is necessary to have | f. overcome |
| 7. ___ There is | g. developed |
| 8. ___ Inferiority complexes can be | h. happy, useful life |
| 9. ___ One of the first things an employer looks for in a prospective employee is | i. feelings |
| 10. ___ Most employers are well aware of the importance of | j. neatness |

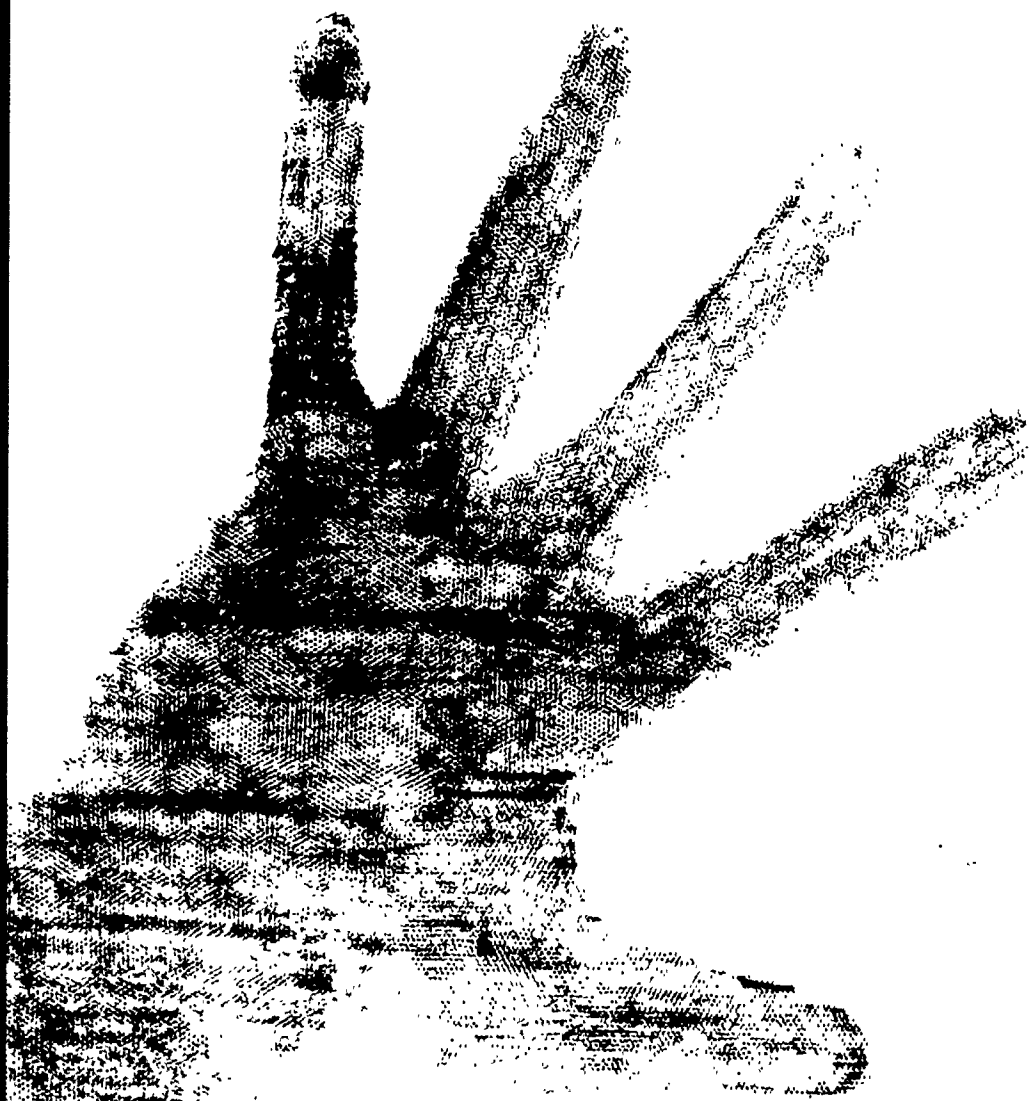
B. Place T before the True statements and F before the False statements.

1. ___ Pride in a job results in a job well done.
2. ___ Attitudes develop from the way we feel and think about others.
3. ___ If one has a constructive positive attitude he will never meet failure.
4. ___ Belief in oneself can help a person develop vision.
5. ___ A pleasing personality usually reflects a healthy attitude.

C. TEST KEY (Page 101).

WHAT OCCUPATION

SHOULD I CHOOSE



UNIT 12

WHAT OCCUPATION SHOULD I CHOOSE

I. OBJECTIVES

- A. To provide students with an awareness of the many factors which influence change while deciding on an occupation.
- B. To help the student have an understanding of the "supply and demand" concept which exists relative to human resources.
- C. To help students understand that mobility is on the increase and that some occupations are more mobile than others and that many factors determine the location of the job.
- D. To help them look to the future to see their chance of advancement and where the occupation they choose will lead them in five or ten years.

II. LESSON PLANS

A. LESSON 1

1. Before choosing an occupation take stock of yourself. (Handout 1). Fill in immediately.
2. Discuss "Occupational Study Outline" (Handout 2).
3. Fill in the outline.

B. LESSON 2

1. Discuss the Occupational Outline after the students have completed.
2. Discuss the importance of choosing an occupation. Every citizen must be prepared to find a job in a changing world. There are between 30,000 and 35,000 different jobs open to Americans.

C. LESSON 3

1. The following things should be considered in choosing the right occupation:
 - a. The number of different jobs available.
 - b. The location of most jobs available.
 - c. The knowledge that the occupation you choose is one which suits you and is one for which you are suited.
 - d. The way a person uses freedom of choice depends on his "personal values" -- the things he believes to be the most important in his own life.

- e. Finding the job which suits your own personal needs.
 - 2. Fill out the "Self-Appraisal Interest Chart" (Handout 3).
 - 3. Discuss some local occupations which are not found in every town or county in the state.
- D. LESSON 4
- 1. Organize a panel. Discuss the advantages and disadvantages of the occupations in your town, county, and state.
- F. LESSON 5
- 1. Write down on slips of paper many different occupations and put the papers in a box. Have each student draw out a slip of paper and discuss the possibilities of choosing that as an occupation.
- F. LESSON 6
- 1. Discuss with the students the most important step in helping decide on a career.
 - a. The most important step is to know yourself.
 - (1) Before deciding on a career you must study yourself honestly as you can to discover your abilities, interests, and skills. If you balance your job choices against your own abilities and interests, you will very likely make a wise job decision.
 - (2) To succeed in any occupation you will need the best education you can get.
 - b. Fill in the alternate selection chart (Handout 4) and put it into a folder to continue checking as you explore the possibility of other occupations.
- G. LESSON 7
- 1. Ask a resource person to come in and discuss occupations with the class. Tell students the advantages and disadvantages of local occupations and the possibilities of choosing an occupation in the local area.
 - 2. Name some positions in the community which are common to all communities in the United States.
 - 3. Have students fill out "School Subjects and Occupations" (Handout 5).
- H. LESSON 8
- 1. Give the class the "Factors to Consider in Choosing an Occupation" (Handout 6).
 - 2. Discuss these factors to help them decide on an occupation.

I. LESSON 9

1. In deciding your occupation, you should choose one for which you are qualified; one that fits your interests, abilities, qualifications, and personality, and one that is available.
2. The student may have to spend a lot of time hunting in various places to get all the facts he will need to make a good choice of occupations.

J. LESSON 10

1. Give the students a sample job quiz after they think they have chosen an occupation.
 - a. What kind of work will I do in this job?
 - b. What personal qualifications are required?
 - c. How much education and training does the job require?
 - d. Are the job opportunities in this field good?
 - e. What salary does the job pay?
 - f. How do most people regard this occupation?
 - g. In this kind of job where will I have to live and work?
2. Have each student get a folder to keep all the tables, charts and the sample job quiz. Ask them to put in it magazine pictures and articles, articles from newspapers, and free material from different places. Keep this folder for reference when occupations are discussed.

III. EVALUATION - Test (Handout 7)

REFERENCES

- Gelinas, Robert P. and Paul J. Gelinas. How Teenagers Can Get Good Jobs. New York: Richards Rosen Press, 1971.
- Getting and Keeping Your First Job. Pleasantville: Guidance Associates, 1970.
- Hartley, William E. and William S. Vincent. American Civics. Chicago: Harcourt, Brace and World Publishers, 1967.
- Johnson, Norbert and Jasper S. Lee. Occupational Orientation. An Introduction to the World of Work. Jackson: Mississippi State University, 1973.
- Lee, Jasper S. "Working on the Job," Micro-fiche Ed. 057235. Jackson: Mississippi State University, 1971.
- Public Relations Staff. Can I Get The Job? Detroit: General Motors, 1972.

HANDOUT 1

SELF-PICTURE CHECKLIST¹

Place an X in the column which best describes yourself

	Always	Usually	Sometimes	Never
Honest				
Happy				
Friendly				
Sad				
Serious				
Sensitive				
Jealous				
Popular				
Shy				
Clumsy				
Show-off				
Afraid				
Kind				
Modest				
Proud				
Lazy				
Neat				
Thrifty				
Even Tempered				
Dependable				
Angry				
Moody				
Open-minded				
Unreasonable				
Demanding				

¹Norbert Johnson and Jasper S. Lee. Occupational Orientation. An Introduction to the World of Work. (Mississippi State: Mississippi State University, 1973), p. T-110.

HANDOUT 2

OCCUPATIONAL STUDY OUTLINE

- A. Name of Occupation
- B. Duties of the Occupation
- C. Qualifications: What are the Personal Requirements
- D. Age: How old must I be to enter the occupation?
- E. Sex: Is this an occupation in which others of my sex are normally employed?
- F. Specific Physical and Health Requirements
- G. Interest: Do I possess this interest?
- H. Abilities: Do I possess the required abilities?
- I. Personality: Do I possess the personal qualities necessary for doing this type of work?
- J. Values and Attitudes: Does this job violate any values or attitudes I have about people and work?
- K. Preparation: What subjects do I need to study?

What special training will I need?

How much will it cost?

Is work experience required for entry into this occupation?
- L. Working Conditions on the Job: Is it hazardous work?
Is it noisy, dirty?
Will I work in shifts?
Will I work indoors, or outdoors?
Is it hard work?
- M. Rewards from Work: How much is the beginning pay?
Is there chance for advancement?
Will this work experience help me get a better job?
Would I be happy in doing this kind of work?
- N. Employment Outlook: What is the future outlook
5 years from now? 10 years from now?
- O. Special Requirements: (certification, licenses, and examinations)

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you
like best and some you like least

IN SCHOOL	
<u>Subjects I Like Best</u>	<u>Subjects I Like Least</u>
OUTSIDE SCHOOL	
<u>Activities I Like Best</u>	<u>Activities I Like Least</u>
SOME THINGS I HAVE ALWAYS WANTED TO DO	
THINGS I WANT TO DO IN THE FUTURE	
SOME JOBS I HAVE HELD (either for pay or on a voluntary basis)	
<u>Things I Liked About My Job</u>	<u>Things I Disliked About These Jobs</u>
MY HOBBIES	

HANDOUT 4

CONSIDERING AN ALTERNATIVE SELECTION

1. Occupations you enjoyed studying most:

1st _____ 2nd _____

2. Occupations you liked least:

1st _____ 2nd _____

3. Occupations most interesting:

1st _____ 2nd _____

4. Occupations for which you possess the best ability:

1st _____ 2nd _____

5. Occupations that fit your personal traits best:

1st _____ 2nd _____

6. Which occupations does your aptitude test favor most:

1st _____ 2nd _____

Favor least:

1st _____ 2nd _____

7. Which occupations does your interest inventory favor most:

1st _____ 2nd _____

Favor least:

1st _____ 2nd _____

8. Which occupations provide the best working conditions:

1st _____ 2nd _____

Poorest working conditions.

1st _____ 2nd _____

9. Which occupations provide the best job security:

1st _____ 2nd _____

Least job security:

1st _____ 2nd _____

10. Which occupations have the most favorable outlook:

1st _____ 2nd _____

Least favorable outlook:

1st _____ 2nd _____

11. Occupations for which you are best physically qualified:

1st _____ 2nd _____

Physically disqualified:

1st _____ 2nd _____

12. Occupations for which you would enjoy training:

1st _____ 2nd _____

Would not enjoy training:

1st _____ 2nd _____

13. Occupations for which you would be more able to provide tools and equipment:

1st _____ 2nd _____

Unable to provide tools and equipment:

1st _____ 2nd _____

NOTE: Select the two occupations with the most number of favorable factors for your career choice. Write a summary for choosing the occupations.

HANDOUT 6

FACTORS TO CONSIDER IN CHOOSING AN OCCUPATION

1. Some jobs are only applicable to certain localities due to:
 - a. Natural Resources
 - b. Climate
 - c. Available Labor
 - d. Available Transportation
2. Some jobs have statewide employment.
 - a. Willingness to work in any part of the state.
 - b. Desire to work for the state government which might require possible transfer, and extensive travel.
 - c. Some sales or service occupations will require possible transfer.
3. Some jobs have national opportunities.
 - a. Many government positions offer national opportunities for employment.
 - b. Many service occupations are in demand in every state and community.
4. Some jobs are very mobile.
 - a. There may be only seasonal need.
 - b. Promotion or advancement might require moving to another location.
 - c. Some construction occupations require following the demand of the occupation.
 - d. Some traveling occupations might require being away from one's family five days a week.
 - e. Some occupations become dead-end thus requiring some change in these positions or change to entirely new ones.
5. Educational opportunities
 - a. Schools for children
 - b. Institutions for wife and self
6. Living conditions
 - a. Desirable or undesirable
 - b. Social status of locality
 - c. Morals and standards of locality
 - d. Housing
7. Recreational opportunities
 - a. Number of lakes, rivers, or parks and etc.
 - b. Number of family-centered activities.
8. Family ties
 - a. Willingness to leave home
 - b. Willingness of immediate family to move for bread-winner to better himself and family.
9. Health conditions
 - a. Will climatic conditions affect any member of the family?
 - b. Is the move worth the additional expense which may be incurred because of medical expenses, extra clothing, increased utilities, etc. due to extreme weather conditions.
10. Financial consideration
 - a. Cost of living for the area.
 - b. How salaries compare to those of other areas.
11. There has been a trend in the U.S. toward worker mobility.
 - a. Younger workers move more often than older workers.
 - b. Approximately one out of five families move each year.

HANDOUT 7

TEST

A. True or False

1. ____ Today's citizen must be prepared to find his place in a world where many changes are taking place.
2. ____ In the early days of our nation choosing a job was difficult.
3. ____ Today, there are 25,000 to 30,000 different jobs open to Americans.
4. ____ Today, employment in the United States is at an all-time high.
5. ____ To find the right job is always easy.
6. ____ Personal values play a great part in determining a person's choice of jobs.
7. ____ The most important step in helping you decide on a career is to get to know yourself.
8. ____ Getting an education is not as important as preparation for trying to find the right jobs.
9. ____ You should choose the job that is best for you.
10. ____ Education is a lifetime adventure for most Americans.
11. ____ Most unskilled workers have special trades or occupations that require little or no training.

B. Matching

- | | |
|-------------------------|--|
| 1. ____ Automation | a. A business, employment or trade; work a person does regularly to earn a living. |
| 2. ____ Profession | b. The things that one believes to be the most important in his own life. |
| 3. ____ Occupation | c. Something that moves or acts by itself. |
| 4. ____ Personal values | d. An occupation requiring advanced education and training. |

C. Discuss what "freedom of choice" means in America.

D. Test Key

True-False: 1. T 2. F 3. T 4. T 5. F 6. T 7. T 8. F 9. T
10. T 11. F
Matching: 1. c 2. d 3. a 4. b

UNIT 13

INTRODUCTION TO THE OCCUPATIONAL FIELDS

I. OBJECTIVES

- A. To introduce and familiarize the student with the nine occupational categories.
- B. To help the student gain a basic knowledge of what each category has to offer and explain various jobs under each one.

II. LESSON PLANS

A. LESSON 1 - Introduction to the Occupational Categories

- 1. Supply each student with a list of the nine categories and a list of model jobs under each.
- 2. Briefly discuss each category noting the examples of various occupations under each division.
 - a. Class discussion of various occupations which are common in our area. Note and discuss occupations not common in our area.
 - b. Let class decide which category contains the majority of the occupations in this area.
 - c. Let class decide which has the smaller number of occupations in our area.
- 3. Discuss the economic importance of certain selected jobs.
- 4. Review again each category, discuss certain jobs in each group bringing in the economic importance of each.

B. LESSON 2 - Categories 01 and 2, Professional, Technical and Managerial Occupations; and Clerical and Sales Occupations.

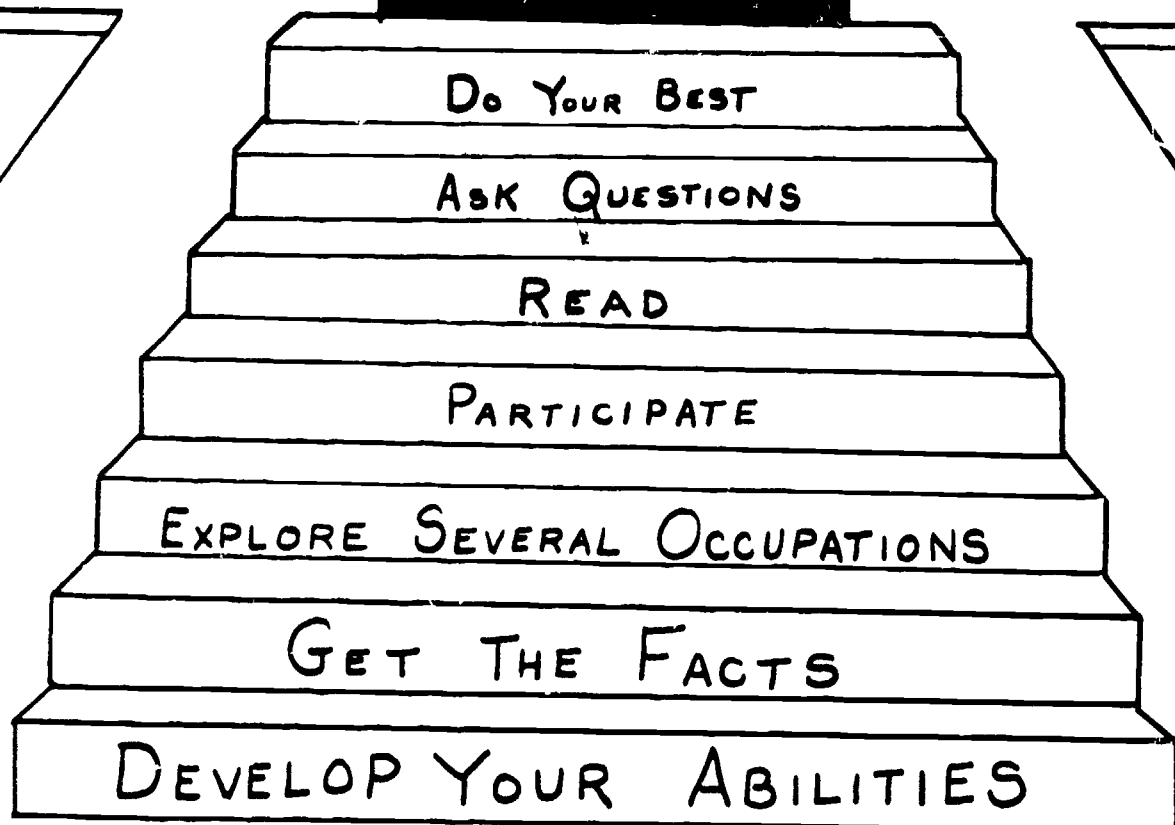
- 1. Category 01 - Professional, Technical and Managerial Occupations.
 - a. Introduce students to this category by defining professional, technical, and managerial occupations in terms the students can understand.
 - (1) Give examples of jobs in professional field.
 - (2) Give examples of jobs in the technical field.
 - (3) Give examples of jobs in the managerial field.
 - b. Ask students to record what they think the requirements for jobs in the professional field would be.
 - c. Give some general requirements.
 - d. Discuss where the student might find employment in certain selected jobs in this category.

INTRODUCTION TO THE OCCUPATIONAL FIELDS

SUCCESS

IN

WORLD OF WORK



- e. Discuss the salaries of certain selected jobs.
- b. Show that these jobs are all placed in same category because of similar requirements.

2. Category 2 - Clerical and Sales Occupations

- a. Introduce these to the students by defining clerical and sales occupations in terms they will be able to understand.
 - (1) Give examples of jobs in the clerical field.
 - (2) Give examples of jobs in the sales field.
- b. Ask students to make a list of jobs in these fields.
 - (1) Ask selected students to give their ideas of where these jobs would be most plentiful.
 - (2) Ask selected students to give the economic importance of these jobs.
- c. Have class discussion of salaries of certain selected jobs.
- d. Review the category and requirements for the people in the profession.

C. LESSON 3 - Categories 3 and 4, Service Occupations and Farming, Fishery, Forestry, and Related Subjects

1. Category 3 - Service Occupations

- a. Introduce these to students by defining service occupations in terms they will understand. Give examples of jobs in the service field.
- b. Ask class to make a list of jobs in the service field. Have selected students discuss where job opportunities for certain jobs on their list might be found.
- c. Discuss salaries and their difference between one job and another.
- d. Discuss the economic importance of the category.

2. Category 4 - Farming, Fishery, Forestry, a Related Occupations.

- a. Introduce these to the students by defining these occupations in terms they will understand.
 - (1) Give examples of jobs in farming.
 - (2) Give examples of jobs in forestry.
 - (3) Give examples of jobs in fishery.
- b. Ask students to make a list of jobs in these fields not previously mentioned.
 - (1) Ask selected students to relate why these jobs are grouped into one category.
 - (2) Discuss where jobs in these fields might be found.
 - (3) Discuss working conditions and salaries of various jobs.
- c. Review this category and general requirements for people in this profession.

D. LESSON 4 - Categories 5 and 6, Processing Occupations and Machine Trades

1. Category 5 - Processing Occupations

- a. Introduce these to the students by defining processing occupations in terms which they can understand.
 - (1) Give several examples of processing occupations.
 - (2) Ask students to make a list of jobs not previously mentioned.
 - (3) Discuss selected jobs as to salary and training required.
 - (4) Have class discussion on the differences between working conditions and salaries of various jobs.

2. Category 6 - Machine Trades

- a. Introduce these to students by defining machine trade occupations in terms which they can understand. Give examples of several machine trades.
- b. Have students make a list of as many machine trades as they can.
- c. Ask selected students to discuss their favorite job.
- d. Discuss salaries and working conditions of selected jobs.
- e. Discuss where jobs in machine trades could be found.
- f. Review the category and discuss the economic importance of it.

F. LESSON 5 - Categories 7, 8, and 9, Bench Work Occupations, Structural Work Occupations and Miscellaneous Occupations.

1. Category 7 - Bench Work Occupations

- a. Introduce this category to students by defining bench work occupations in terms they will be able to understand. Give examples of several bench work occupations.
- b. Ask students to make a list of several occupations not previously mentioned.
- c. Have class discussion on selected occupations, discussing salary, working conditions, etc.
- d. Discuss where jobs in bench work occupations could be found.
- e. Discuss economic importance of these occupations.

2. Category 8 - Structural Work Occupations

- a. Introduce students to these by defining structural work occupations. Give examples of several structural work occupations.
- b. Ask students to make a list of jobs in structural work not previously mentioned.
- c. Ask selected students to discuss some of these jobs as to location of job, working conditions and qualifications.
- d. Review the division and economic importance of it.

3. Category 9 - Miscellaneous Occupations

- a. Introduce students to these by defining miscellaneous occupations.
 - (1) Explain why there is a need for a miscellaneous category.
 - (2) Show that jobs in this category are not related.
- b. Mention economic importance of a few selected occupations.

F. MATERIALS

1. Each student should have access to page 1 and 2 of the Diction-

ary of Occupational Titles (Volume II), Third Edition (1965). This will allow the student to see how the jobs are arranged in the 9 classifications.

2. Additional pages can be used as the instructor sees fit.
3. Job cluster charts at the end of the unit may be used. (Handouts 1-10)

III. EVALUATION - Test (Handout 11)

REFERENCES

Hopke, William E. (ed.). Encyclopedia of Careers and Vocational Guidance. Revised Edition, I-II. Garden City, New York: Doubleday and Company, 1972.

United States Department of Labor. Careers for Women in 70's. Washington: United States Government Printing Office, 1973.

_____. Dictionary of Occupational Titles. Third Edition. I-II. Kansas City: United States Government Printing Office, 1965.

_____. Job Guide For Young Workers. Washington: United States Government Printing Office, 1965.

_____. Occupational Outlook Handbook. Kansas City: United States Government Printing Office, 1972-73.

TEST KEY

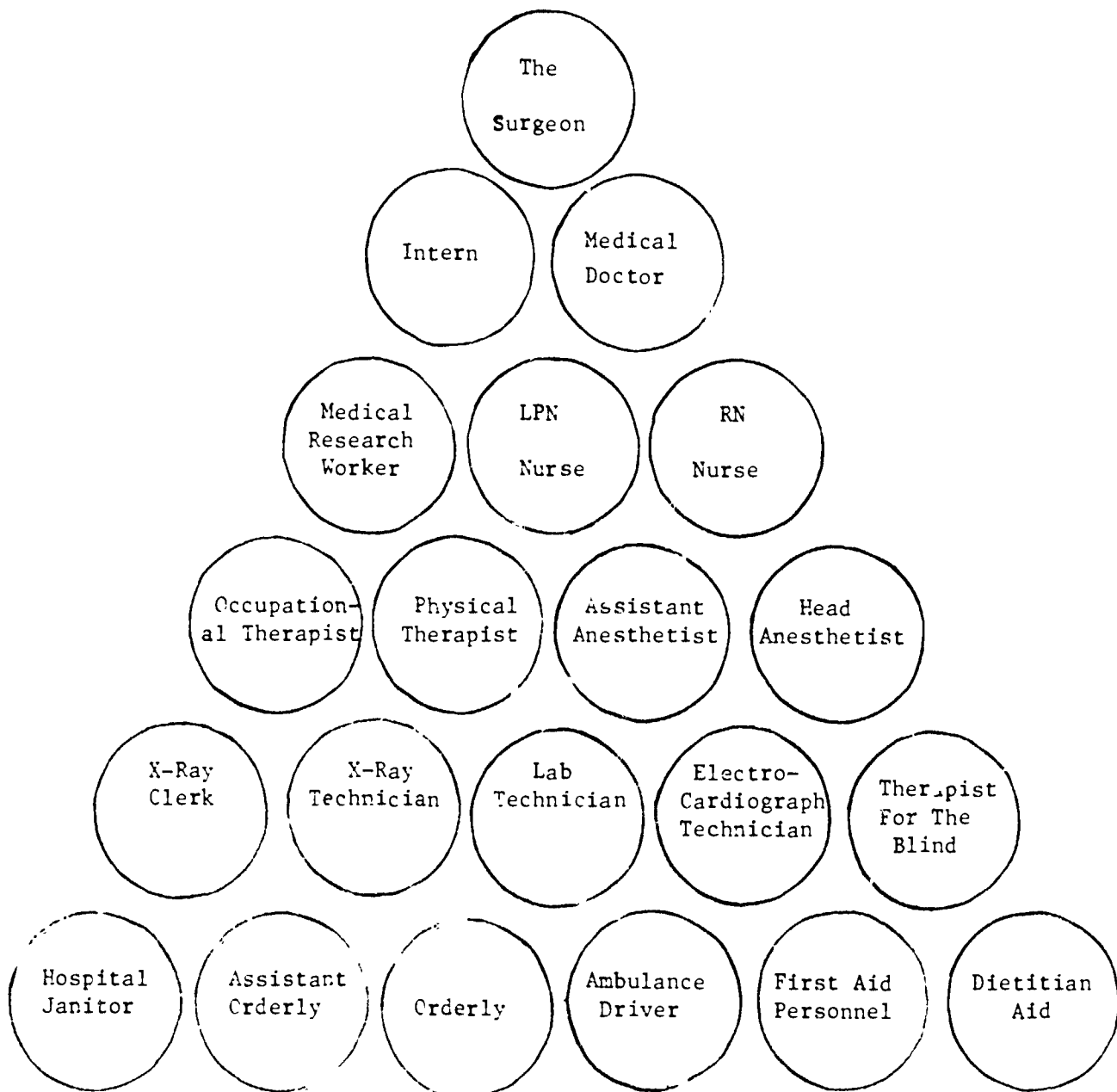
True-False: 1. T 2. F 3. T 4. F 5. T

HANDOUT 1

SERVICE AREA - MedicineJOB CLUSTER AREA - 0-1 Professional

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

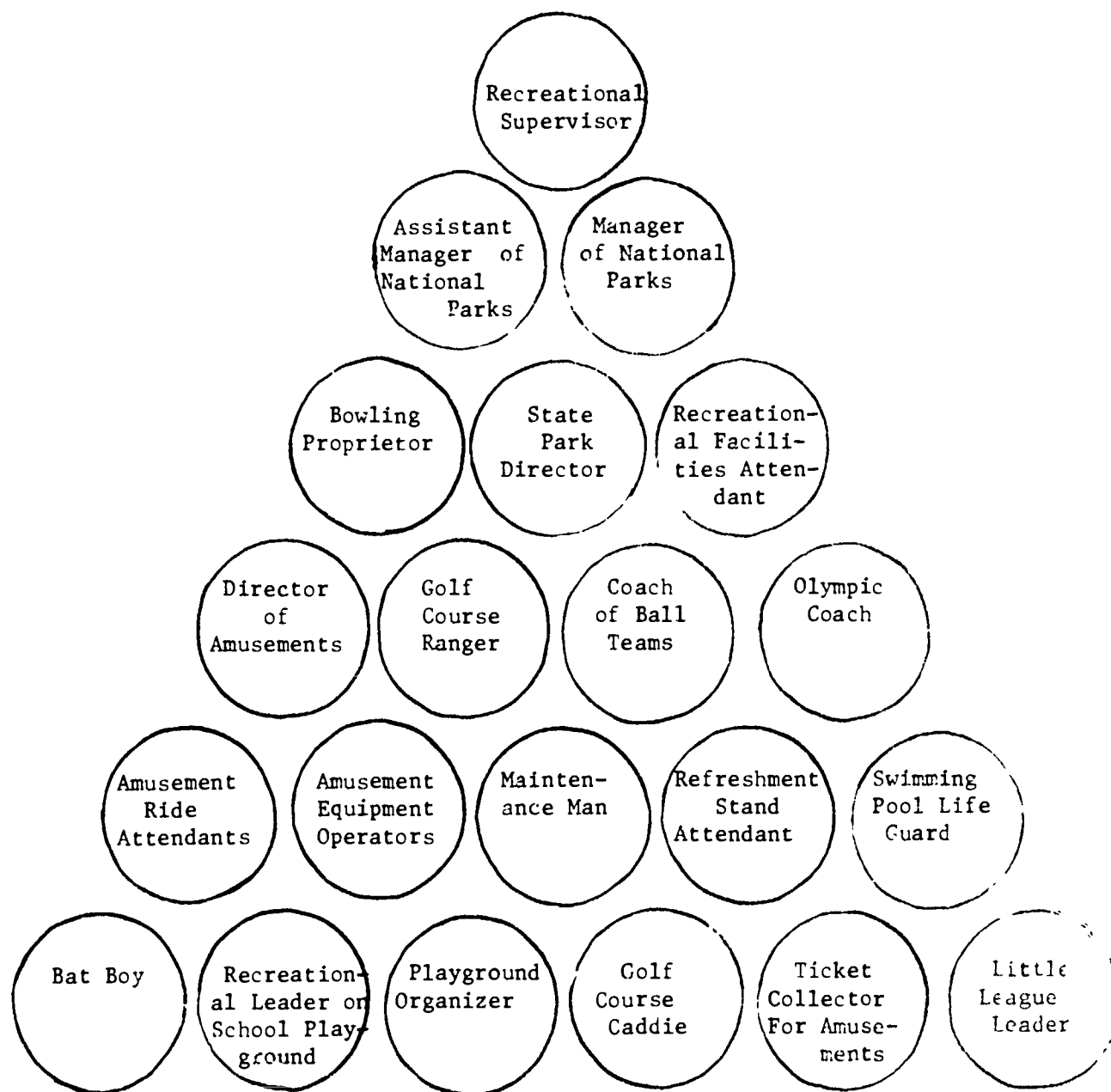


HANDOUT 2

SERVICE AREA - RecreationJOB CLUSTER AREA - 01 Technical and Managerial

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

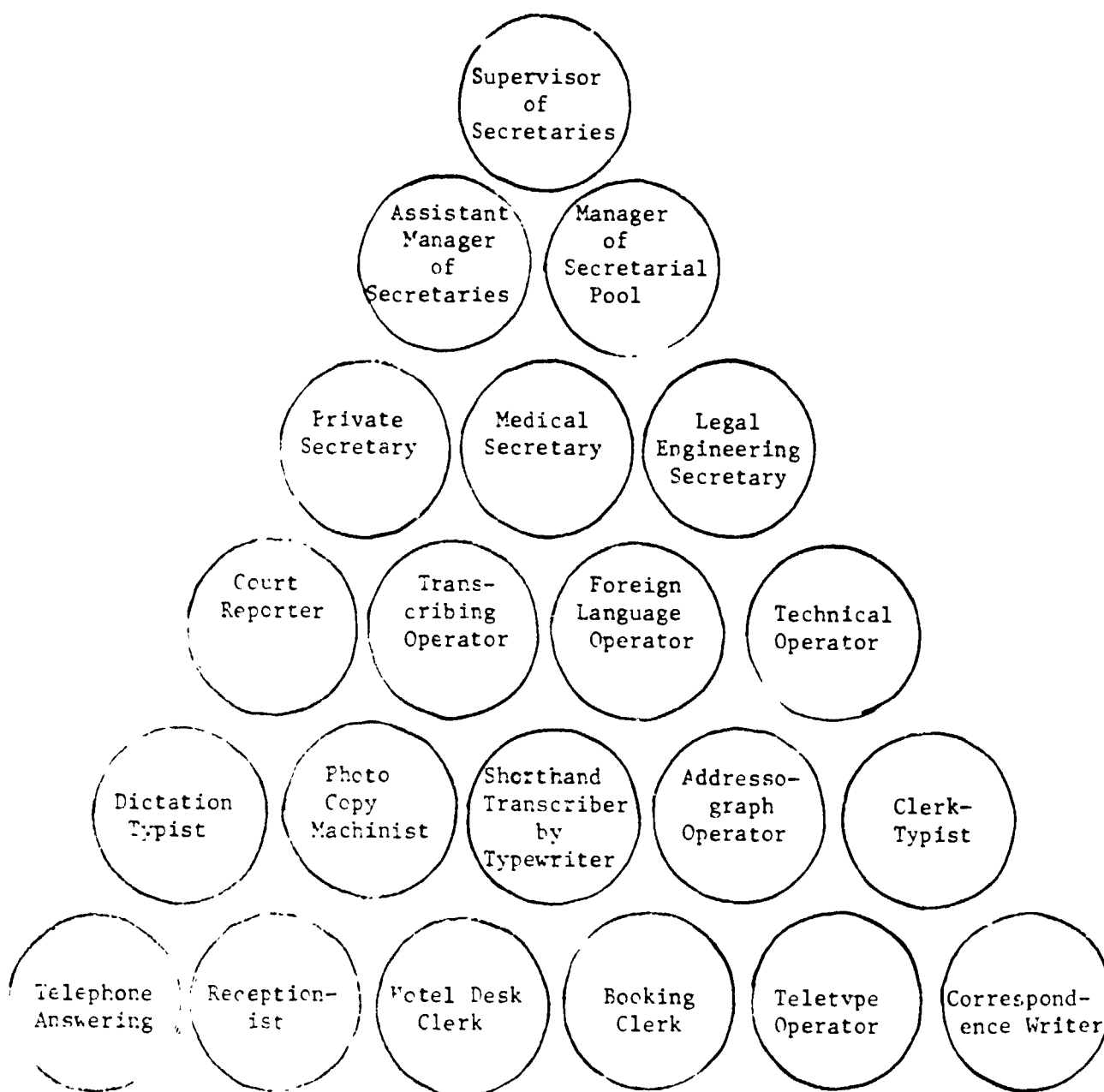


HANDOUT 3

SERVICE AREA - ClericalJOB CLUSTER AREA - 2- Clerical and Sales

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

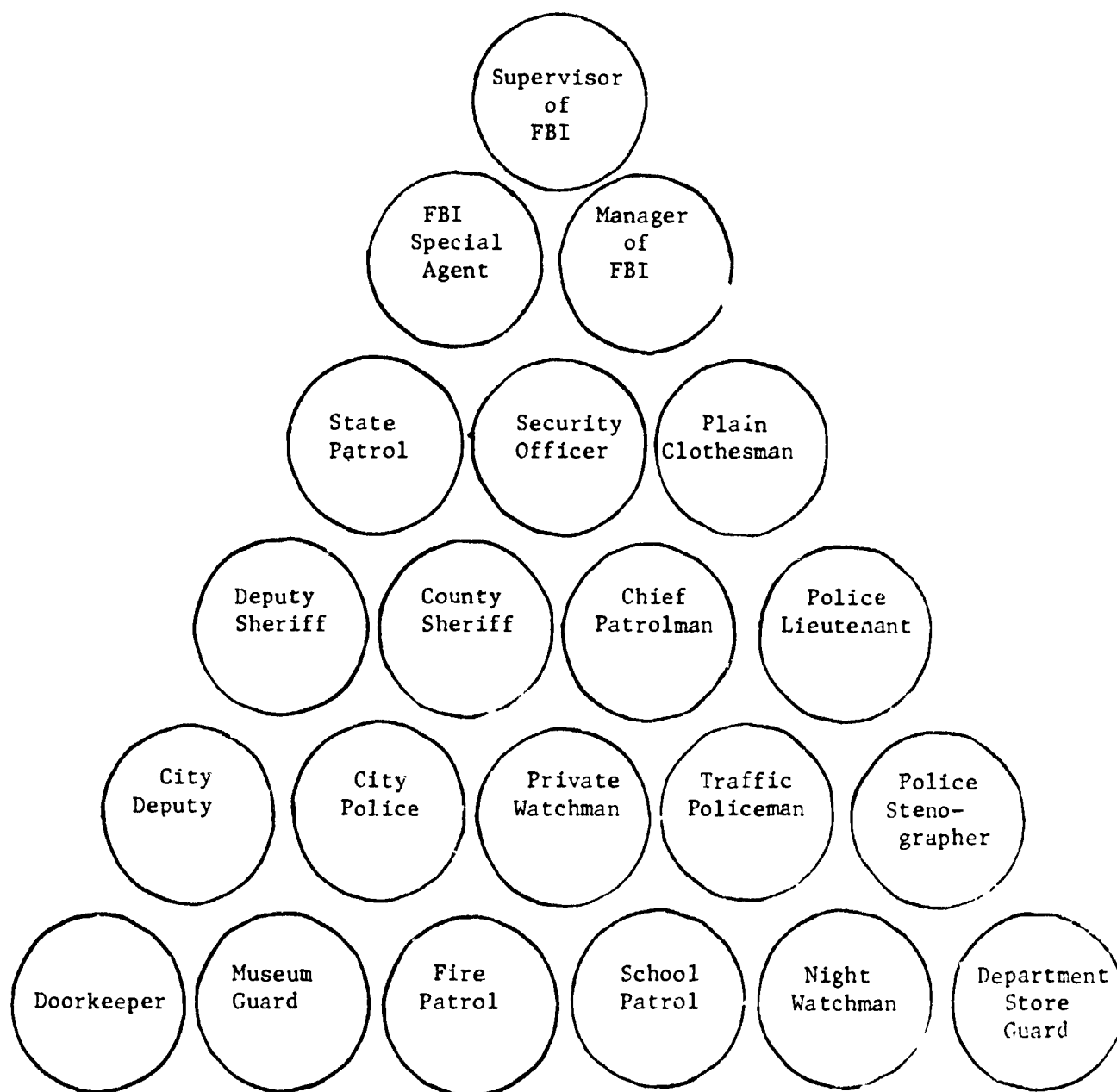


HANDOUT 4

SERVICE AREA - Law EnforcementJOB CLUSTER AREA - 3- Service

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

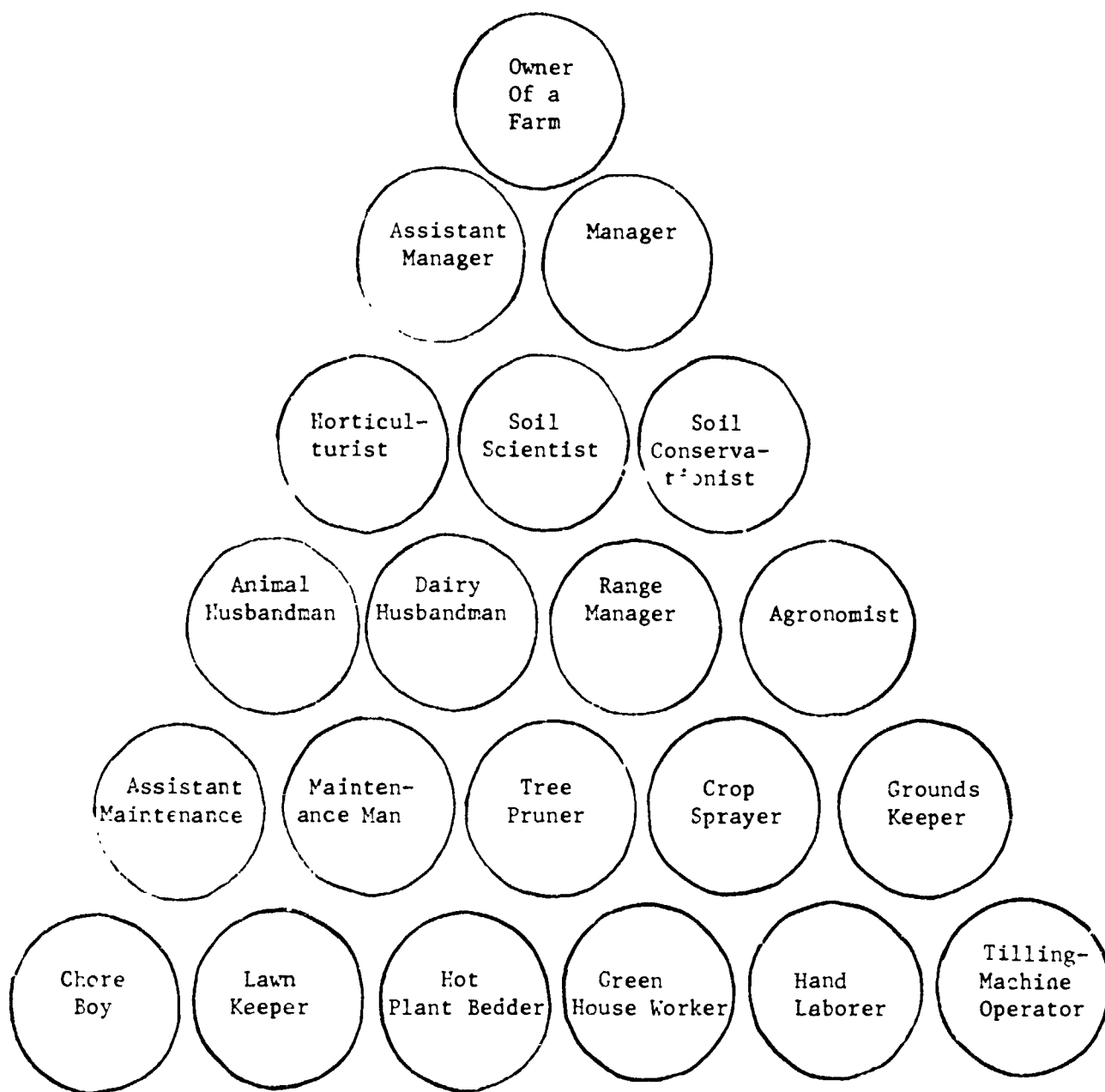


HANDOUT 5

SERVICE AREA - Agriculture4- Farming, Fishing,
JOB CLUSTER AREA - Forestry and Related Occ.

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

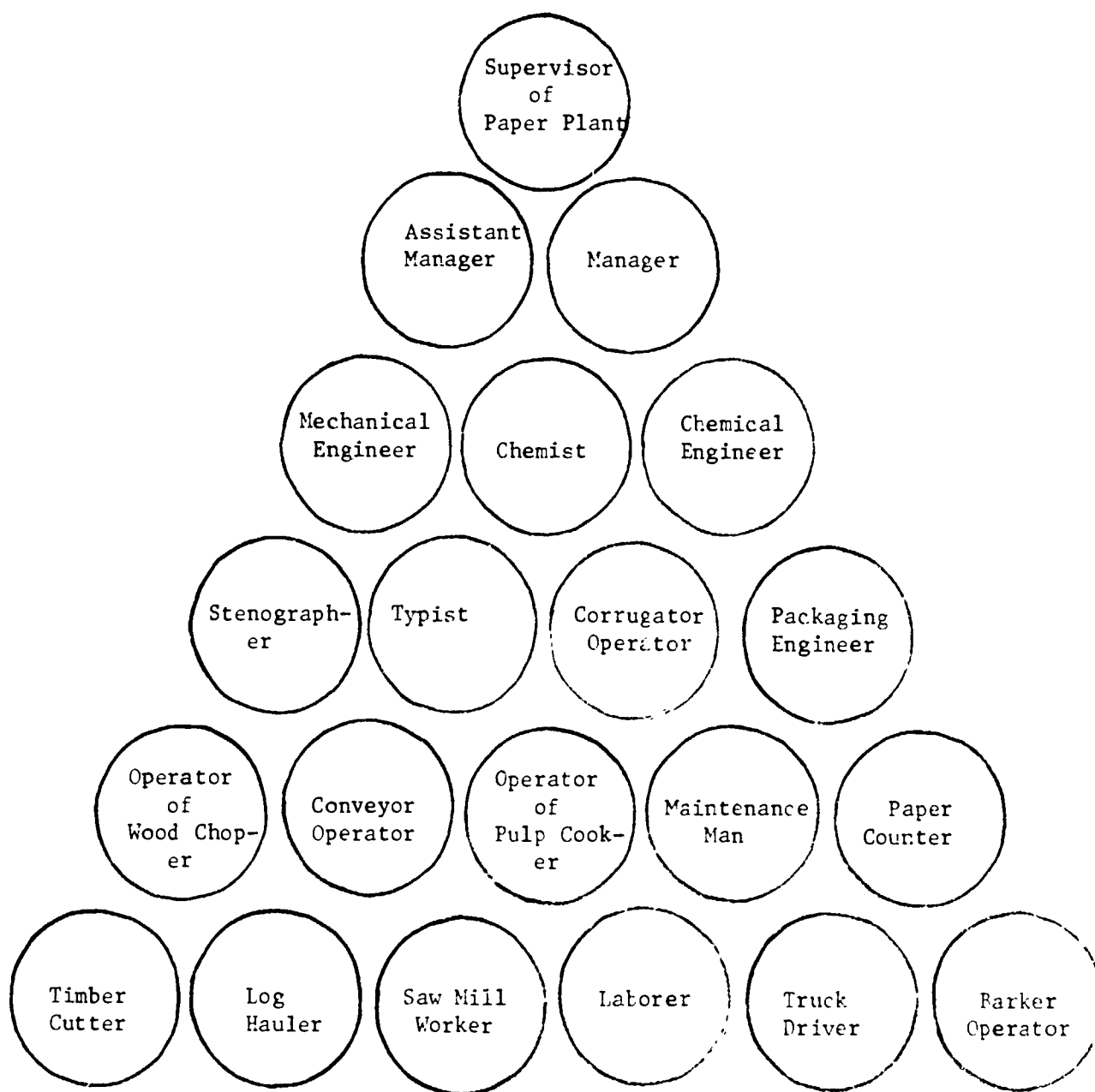


HANDOUT 6

SERVICE AREA - Paper ProcessingJOB CLUSTER AREA - 5-Processing

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

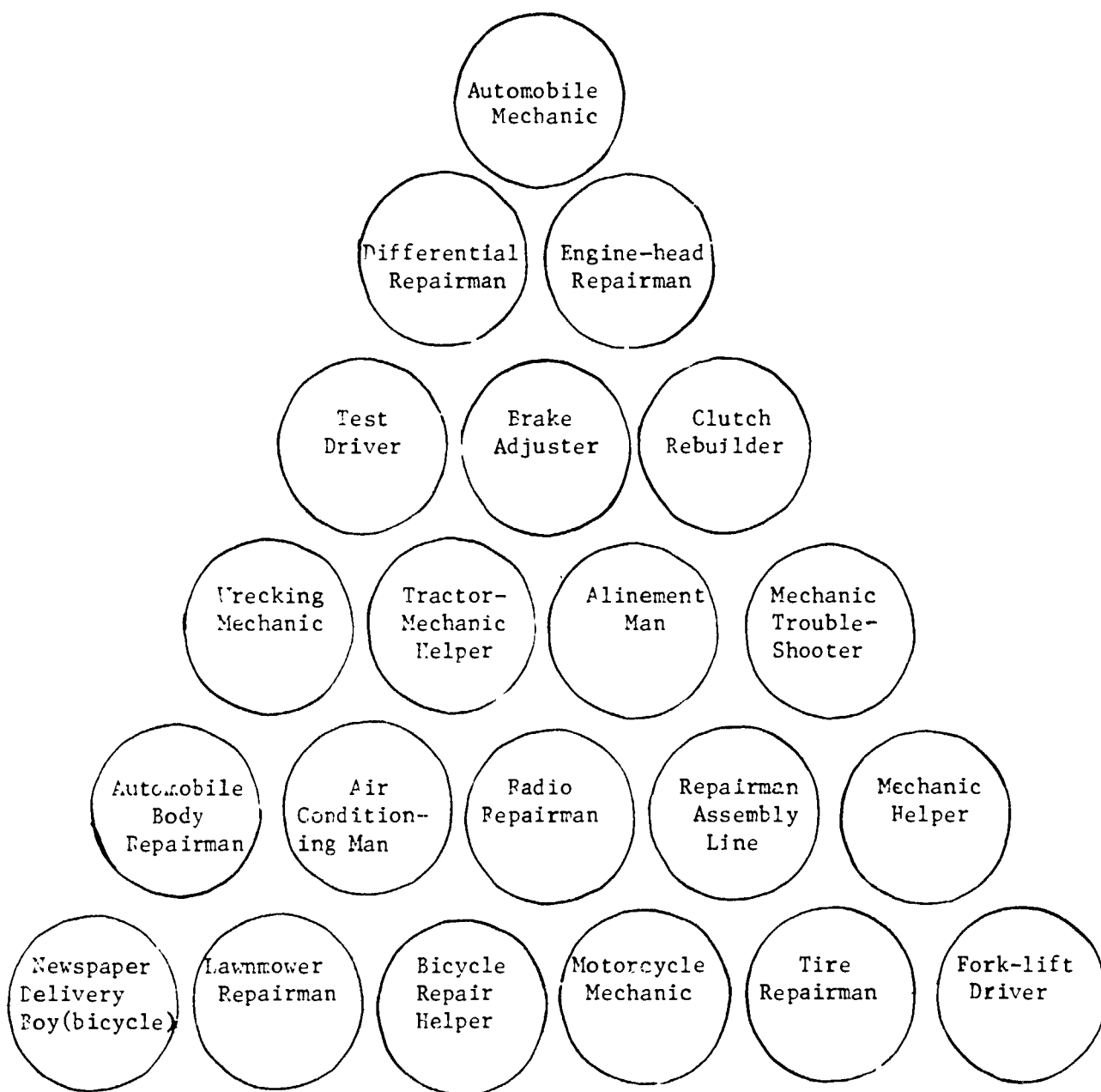


HANDOUT 7

SERVICE AREA - Repair WorkJOB CLUSTER AREA - 6 - Machine Trades

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

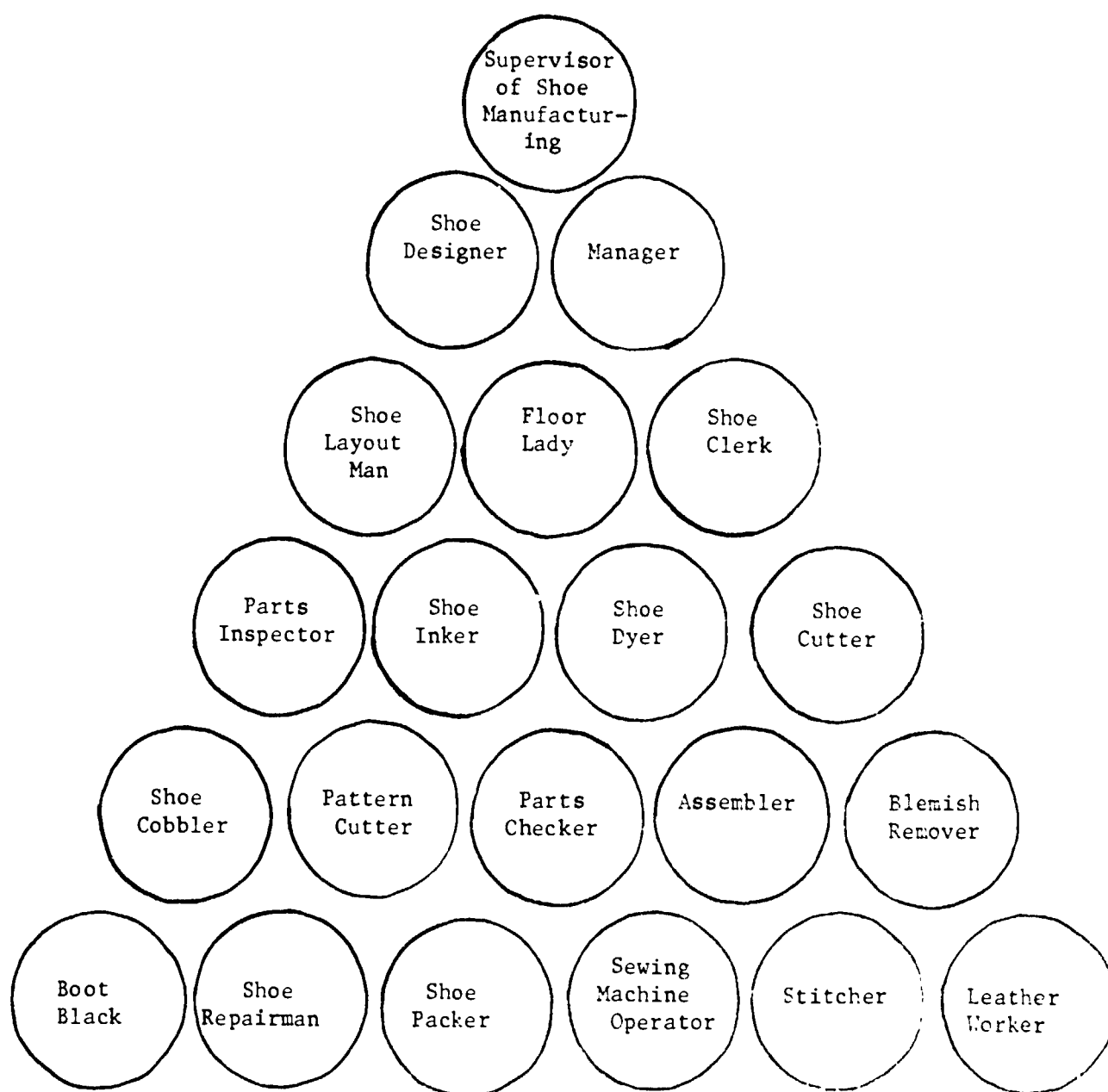


HANDOUT 8

SERVICE AREA - FactoryJOB CLUSTER AREA - 7 - Bench Work

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

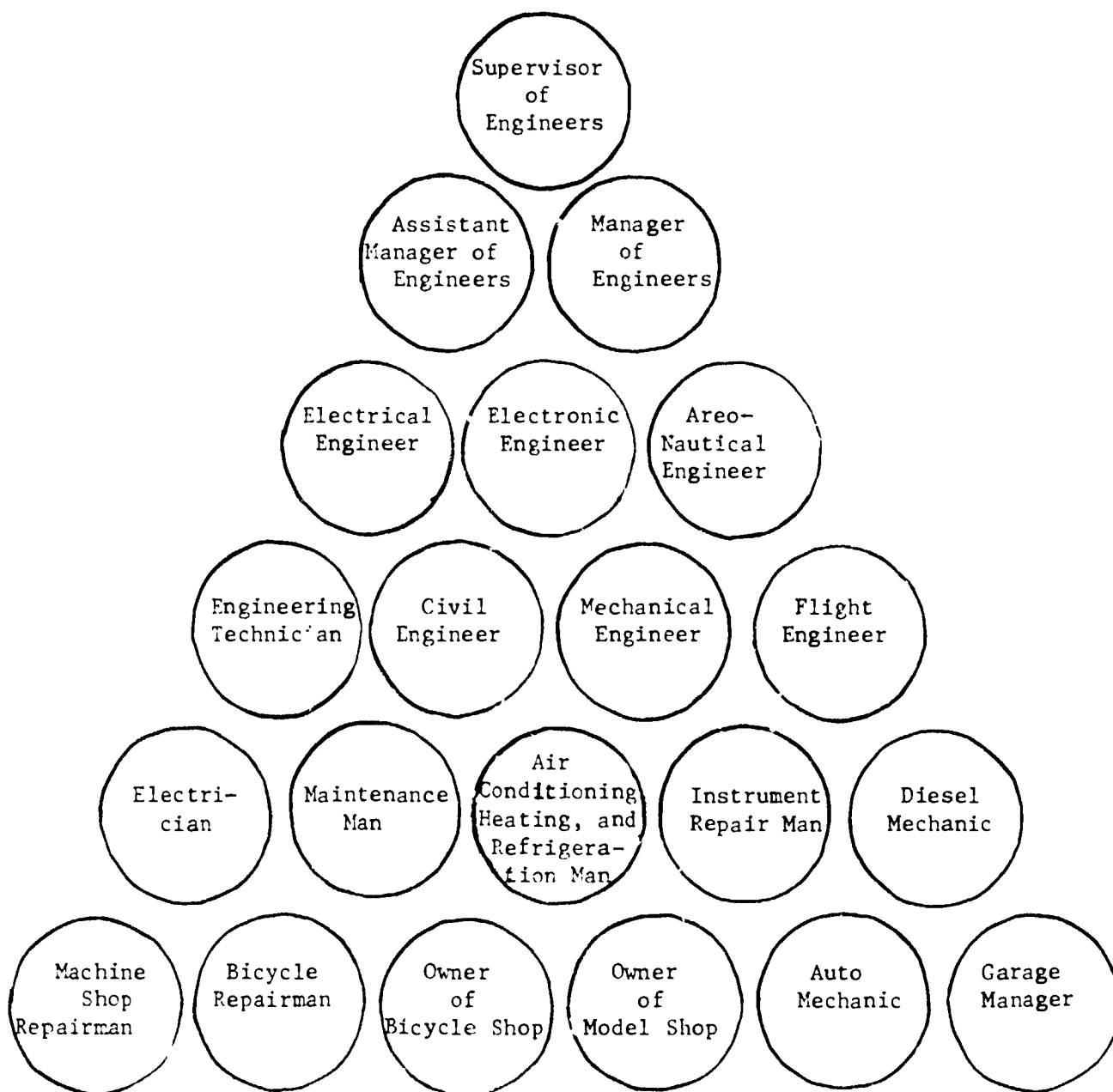


HANDOUT 9

SERVICE AREA - EngineeringJOB CLUSTER AREA - 8 - Structural Work

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at any desired competency level.

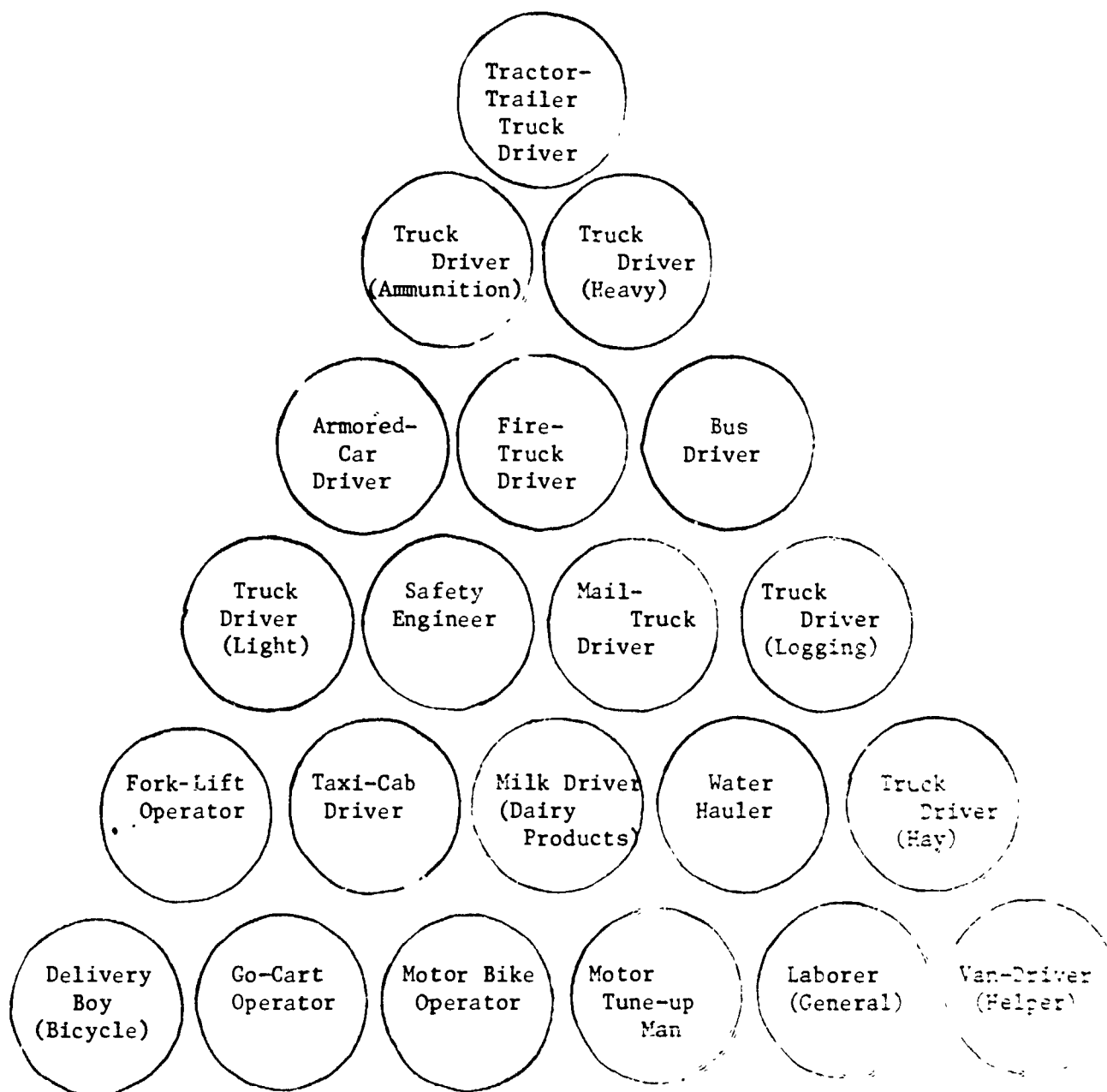


HANDOUT 10

SERVICE AREA - TransportationJOB CLUSTER AREA - 9 - Miscellaneous

A Job Cluster

Below is shown a cluster of jobs for which an inexperienced worker may begin his training or work experience. The lower-skilled jobs are found at the base of the chart. An individual may enter training at any readiness or ability level and exit at a desired competency level.



HANDOUT 11

TEST

I. Write T before True statements; F before False statements.

1. ____ All occupations are broken down into 9 categories.
2. ____ The first category contains the best paying jobs, the second category contains the next best-paying jobs.
3. ____ The job requirements for people working in forestry vary with each job.
4. ____ Structural work occupations are in the same category as the professional occupations.
5. ____ Miscellaneous occupations contain the left-over or odd jobs which don't fit in any of the other categories.

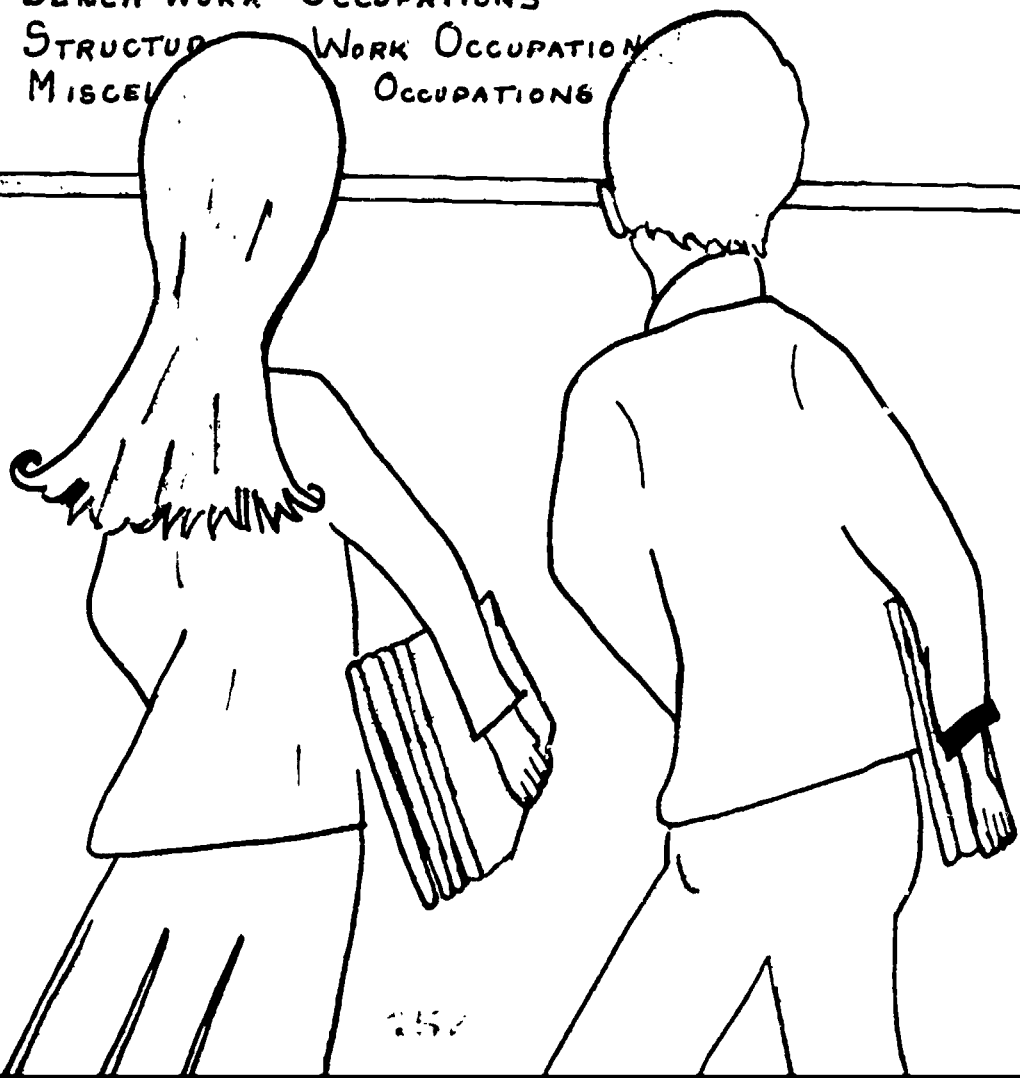
2. List the nine occupational categories found in the Dictionary of Occupational Titles and give one example of a job found in each category.

<u>D.O.T.</u>	<u>Occupational Category</u>	<u>Example of Job</u>
0-1		
2		
3		
4		
5		
6		
7		
8		
9		

III. Test Key (See page 124)

EXPLORING THE DOT CATEGORIES

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS
CLERICAL AND SALES OCCUPATIONS
SERVICE OCCUPATIONS
FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS
PROCESSING OCCUPATIONS
MACHINE TRADES OCCUPATIONS
BENCH WORK OCCUPATIONS
STRUCTURAL WORK OCCUPATIONS
MISCELLANEOUS OCCUPATIONS



UNIT 14

EXPLORING THE D.O.T. CATEGORIES

I. OBJECTIVES

- A. To introduce the students to the different occupational categories.
- B. To guide the students in examining the jobs available in each category, taking into consideration the future as well as the present outlook for each job.
- C. To stress the need for the student's consideration to include his own needs, desires, and abilities.

II. INVESTIGATIVE ASPECTS - TESTS

- A. California Test of Mental Maturity
- B. Kuder General Interest Survey, Form E, Science Research Associates, Set \$1.65

III. OCCUPATIONAL CATEGORIES

- A. Professional, technical, and managerial occupations.
 - 1. Aim - To provide the students with information concerning a group of occupations with theoretical or practical aspects which require substantial educational preparation.
 - 2. Activities
 - a. Terms to be defined
 - (1) professional
 - (2) technical
 - (3) managerial
 - b. Examples of occupations and D.O.T. numbers
 - (1) accountant 160.188
 - (2) architect 001.081
 - (3) bank cashier 186.168
 - (4) clergyman 120.108
 - (5) engineer 008.081
 - (6) home economist 096.128
 - (7) medical technologist 078.168
 - (8) pharmacist 074.181
 - (9) high school teacher 091.228
 - (10) veterinarian 073.108
 - c. Consider these and other positions in this classification that are present locally.
 - d. Give information to the class on educational requirements for different jobs (Handout 1).
 - e. Students pick three occupations from this group.
 - (1) For each occupation the student should read all the available material.

- (2) The student should make a summary sheet (Handout 2) for each occupation chosen.

REFERENCES

- Career Opportunities. New York: New York Life Insurance Company, 1964.
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B. Clerical and sales occupations

1. Aim - To introduce the students to information that has to do with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers.

2. Activities

a. Definition of terms

- (1) clerical
- (2) sales

b. Examples of clerical and sales positions in our area and their P.O.T. numbers

(1) bookkeeper	210.388
(2) cashier	211.138
(3) receptionist	237.368
(4) typist	203.138
(5) telephone operator	235.862
(6) automotive parts counter man	289.358
(7) insurance agent	250.258
(8) real estate salesman	250.358
(9) securities salesman	251.258
(10) automobile salesman	280.358

- c. Consider the importance of personal appearance for this group of occupations.
 - (1) Have a speaker on this topic.
 - (2) Use the student's self-improvement chart (Handout 3).
- d. Students pick three occupations from this group.
 - (1) The student should read all the available material on the three he has chosen.
 - (2) For each occupation chosen, the student should make a summary sheet (Handout 2).

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C. Service Occupations

1. Aim - To familiarize the class with occupations concerned with performing tasks in and around private households; serving individuals in institutions and other establishments; and protecting the public against crime, fire, accidents, and acts of war.

2. Activities

- a. Have the students name at least twelve occupations in the service group.
- b. Examples of service occupations and D.O.T. numbers

(1) barber	330.371
(2) waitress and waiter	311.138 through .878
(3) F.B.I. special agent	375.168
(4) police officer	375.118
(5) firefighter	373.118
(6) hospital attendant	355.687
(7) guard or watchman	372.868
(8) building custodian	381.137
(9) cook and chef	313.131 through .887
(10) cosmetologist	332.271
- c. Discuss the importance of service occupations. Each student should select six to discuss at length in composition form.
- d. Use the film "Three for the Future." (no rental fee)
- e. Students choose three occupations from this group to suit individual interests.
 - (1) Read all available material on each occupation chosen.
 - (2) Make a summary sheet (Handout 2) for each occupation.

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D. Farming, Fishery, Forestry, and Related Occupations

1. Aim - To increase the student's knowledge and understanding

of occupations concerned with plant and animal life and with occupations supporting them.

2. Activities

a. Discuss "What Is Forestry?"

- (1) Become familiar with forestry careers.
- (2) Students write to one of the forestry schools for information.
 - (a) Four-year schools
 - [1] Arkansas Agricultural and Mechanical College
Department of Forestry, College Heights,
Arkansas 71633
 - [2] Southern Illinois University Department of
Forestry, Carbondale, Illinois 62903
 - [3] University of Tennessee, Department of
Forestry, Knoxville, Tennessee 37901
 - [4] Oklahoma State University, Department of
Forestry, Stillwater, Oklahoma 74075
 - [5] University of Missouri, School of Forestry
Columbia, Missouri 65201
 - (b) Two-year schools offering terminal training for
forestry aids or technicians
 - [1] University of Kentucky, Forestry and Wood
Technicians School, Quicksand, Kentucky
41363
 - [2] Sierra College, Forestry Department, Rocklin,
California 95677
 - (c) Ranger Schools
 - [1] University of Florida, State Forest Ranger
School, Lake City, Florida 32055
 - [2] New York State University, College of
Forestry, State Ranger School, Wanakena,
New York 13605
 - (d) Correspondence course - National School of
Forestry and Conservation, Minong, Wisconsin

b. Have a discussion of the types of farms and the regions where each is located with emphasis on job opportunities.

- (1) dairy farms
- (2) livestock farms and ranches
- (3) poultry farms
- (4) corn and wheat farms
- (5) cotton, tobacco, and peanut farms
- (6) crop specialty farms
 - (a) grapes
 - (b) potatoes
 - (c) melons
 - (d) oranges
- (7) private outdoor recreation farms
 - (a) fee pond or lake fishing
 - (b) private campgrounds
 - (c) riding stables
 - (d) nature trails and scenic tours
- (8) other specialties
 - (a) fur farms
 - (b) greenhouses
 - (c) nurseries
 - (d) flower farms

- c. Optional - Use the film "The Farmer and I."
- d. Have a speaker from the Conservation Commission, preferably a game warden, speak on the topic "Careers in Fishery."
- e. Have a question and answer session with the Conservation Commission speaker.
- f. Examples of occupations in this group and their D.O.T. numbers
 - (1) Forestry
 - (a) foresters 040.081
 - (b) forestry aid 441.384
 - (c) range manager 040.081
 - (d) forest fire fighter 441.887
 - (2) farming
 - (a) farm equipment operator 409.883
 - (b) tenant farmer 409.181
 - (c) farm foreman 429.131
 - (d) farm hand 421.883
 - (3) fishery
 - (a) fisheries aid 436.181
 - (b) net fisherman 431.884
 - (c) line fisherman 432.884
 - (d) diving fisherman 439.884
- g. Students pick three occupations from this group
 - (1) Read available material on the three chosen.
 - (2) Make a summary sheet (Handout 2) for each.

REFERENCES

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- The Farmer and I. Washington, D.C.: National Audio-Visual Center, 1963.
- Hopke, William E. (ed.). Encyclopedia of Careers and Vocational Guidance. Revised Edition. I-II. Garden City, New York: Doubleday and Company, 1972.
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E. Processing Occupations

1. Aim - To introduce the students to the occupational group that refines, mixes, compounds, chemically treats, heat treats, or similarly works with materials and products.

2. Activities

- a. Have a brief discussion of the following types of the processing occupations:

(1) processor helper (feed and grain)	521.886
(2) photography processing	576.887
(3) process foreman, plastic materials	559.130
(4) processing foreman (dairy products)	529.131
(5) mixer	
(a) paint and varnish	550.782
(b) food preparations	520.885
(c) diamond powder	570.884
(d) hot metal	500.782
(e) concrete products	579.782
- b. Have the students check in the "Chronicle Occupational Briefs" on the processing occupations. Read for self-knowledge; no written work here.

(1) metal processing	500-509
(2) ore refining and foundry	510-519
(3) food and tobacco processing	520-529
(4) paper processing	530-539
(5) oil, coal, and gas processing	540-549
(6) chemicals and related processing	550-559
(7) miscellaneous processing	560-599
- c. After the discussion in part a. and the research in part b., let the students work in groups of five and write a short paper on "The Advantages and Disadvantages as We See Them in the Processing Occupations."
- d. Each student should select three occupations from the processing group and make a summary sheet (Handout 2) for each.

REFERENCES

- Department of Human Resources Development. "California Occupational Guides," Sacramento: State of California, 1973.
- "Occupational Briefs." Moravia, New York: Chronicle Guidance Publications, Inc.
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F. Machine trades occupations

1. Aim - To help the student become familiar with a group of occupations where the overall relationship of the worker to the machine is of prime importance.

2. Activities

- a. Have a lecture by the instructor on "How Machines Have Helped Man." Include the names of early inventors and explain how their inventions have spurred the growth of industry.
- b. Briefly explain the Industrial Revolution.
- c. Familiarize students with trades such as:

(1) machine tool operators	600.281
(2) tool and die makers	601.280
(3) instrument makers	600.280
(4) set-up men	600.380
(5) machine tool operators	609.885
(6) glass lathe operators	674.782
(7) appliance serviceman	607.281
(8) auto mechanic	620.131
- d. Take a field trip to a local factory to observe machine operators at work.
- e. Have each student use the field trip evaluation sheet (Handout 4).
- f. Optional
 - (1) Use the film "Opportunities in the Machine Trades."
 - (2) Use a speaker on the subject "Opportunities in the Machine Trades."
- g. Students pick three occupations from this group.
 - (1) Have the students read the available material on each of the three.
 - (2) For each of the three the student should make a summary sheet (Handout 2).

REFERENCES

Department of Human Resources. "California Occupational Guides," Sacramento: State of California, 1973.

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Opportunities in the Machine Trades. Washington, D. C.: National Audiovisual Center.

United States Department of Labor. Occupational Outlook Handbook. Kansas City: Government Printing Office, 1972-73.

G. Bench Work Occupations

1. Aim - To provide information for the students on occupations that use body members, hand tools, and bench machines to work with small objects and materials.
2. Activities
 - a. Examples of occupations and D.O.T. numbers

(1) metal finisher	705.884
--------------------	---------

- | | | |
|------|-------------------------------|---------|
| (2) | cutter of fabrics | 781.884 |
| (3) | sewing machine operator | 787.782 |
| (4) | electronic assembly inspector | 722.281 |
| (5) | die maker | 739.381 |
| (6) | sander | 761.864 |
| (7) | battery recharger | 727.781 |
| (8) | camera repairman | 714.281 |
| (9) | brooch maker (jewelry) | 700.281 |
| (10) | candy cutter (hand) | 790.887 |
- b. After this area of occupations has been discussed and the students are familiar with which ones come in this group, have each student write three letters requesting free information about areas of training appealing to him.
- (1) N.R.I. Training, Washington, D.C. 20016
 - (2) LaSalle Extension University, 417 S. Dearborn Street Chicago, Illinois 60605
 - (3) Bell and Howell Schools, 4141 Belmont Avenue, Chicago, Illinois 60641
 - (4) National Radio Institute, Appliance Division, Washington, D.C. 20016
 - (5) Cleveland Institute of Electronics, Inc., 1776 East 17th Street, Cleveland, Ohio 44114
 - (6) CREI, 3939 Wisconsin Avenue, Washington, D.C. 20016
 - (7) National Schools, 4000 South Figueroa Street, Los Angeles, California 90037
- c. Most of these schools cover these areas
- (1) tv servicing
 - (2) communications
 - (3) electronics
 - (4) appliance servicing
 - (5) data processing
 - (6) automotive mechanics
 - (7) air conditioning, refrigeration, and heating
 - (8) computer programming
 - (9) diesel mechanics
 - (10) home entertainment electronics
- d. Have a guest speaker talk to the class about one of the occupations in this group. The speaker's presentation should stress the demand for skilled workers in his area and rewards for work accomplished.
- e. Each student should select three occupations from this group for reading and summary sheets (Handout 2).

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H. Structural Work Occupations

1. Aim - To familiarize the student with occupations concerned with building, maintaining, and repairing working structures or their parts using hand or portable tools.
2. Activities
 - a. Discuss which occupations are in this group. Examples are:

(1) sheet metal worker	804.281
(2) roofer	843.844
(3) plumber	862.381
(4) plasterer	842.381
(5) painter	840.131
(6) glazier	865.781
(7) floor covering installer	864.781
(8) construction electrician	821.381
(9) cement mason	844.884
(10) carpenter	860.281
 - b. Show the film "Build a Better Life." Discuss the film which concerns careers in construction.
 - c. Visit a local construction site, noting the different occupations needed before the construction is finished.
 - d. Use the field trip evaluation (Handout 4).
 - e. Read available material on three chosen occupations from this group and make a summary sheet (Handout 2) for each.

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Department of Human Resources Development. "California Occupational Guides," Sacramento: State of California, 1973.

Norton, Joseph L. (ed.). On the Job. Chicago: J. P. Ferguson Publishing, Company, 1970.

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I. Miscellaneous Occupations

1. Aim - To bring to the students' attention a group of miscellaneous occupations including the transportation services, packing and warehousing, utilities, amusement services, mining and logging, and others.
2. Activities
 - a. Have a brainstorming session. Choose a group of nine students to brainstorm the topic, "Miscellaneous Occupations in our area available to high school graduates."
 - b. Some examples of occupations in this group.

(1) truck driver	903.883
(2) taxi driver	913.363
(3) switchboard operator	952.782
(4) locomotive engineer	910.383
(5) railroad track worker	910.782
(6) bus driver	913.463
(7) lumber handling equipment operator	922.883
(8) water treatment plant operator	954.782
(9) motion picture projectionist	960.382
(10) gasoline service station attendant	915.867
 - c. Have each student choose a different occupation in this group, read about it, and give a short talk to the class on it.
 - d. Have a worker from this group speak to the class about his work.
 - e. Each student should make a summary sheet (Handout 2) for each of three occupations he has chosen and investigated.

REFERENCES

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IV. EVALUATION

- A. Each child should choose three possible occupations for himself.
 - 1. He should give careful consideration to his own abilities, personal traits, and interests.
 - 2. Working conditions, job security, and outlook for the future should also be considered in his choice.
 - 3. He should write a short essay defending his choices on these bases.
- B. Have a representative from the Division of Employment Security speak to the class on general requirements for employment.

HANDOUT 1

Jobs primarily dealing with PEOPLE or ANIMALS¹

High School or less:

Animal Keepers	Hotel Bellmen
Ballroom Dance Teachers	House-to-House Salespeople
Bookstore Clerk	Janitors
Busboys	Local Bus Drivers
Cashiers	Market Research Interviewers
Clothing Store Salespeople	Models
Credit Clerks	Music Store Clerks
Credit Collector	Newsstand Vendors
Demonstrators	Office Boys and Messengers
Department Store Salespeople	Receptionists
Doormen	Routemen
Dining Car Waiters	Service Station Workers
Drugstore Clerks	Shoe Salesmen
Farmers	Sightseeing Guides
Firemen	Taxi Drivers
Fishermen	Telephone Operators
Grocery Checkers	Typists and Stenographers
Hospital Attendants	Waiters and Waitresses

High School PLUS Special Training:

Airline Reservationists	Employment Agency Interviewers
Airline Stewardesses	Executive Housekeepers
Airport Managers	Farm Equipment Dealers
Anesthetists	Foreign Service Clerical Workers
Apartment Building Managers	Funeral Directors
Automobile Salesmen	Fur Farmers
Bank Teller	Gift Shop Owners and Managers
Barbers	Hotel Managers
Beauticians	Hotel and Motel Room Clerks
Building Superintendents	Insurance Adjusters
Caterers	Insurance Agents
Comparison Shoppers	Legal Secretaries
Correspondence Clerks	Licensed Practical Nurses
Customs Inspectors	Long-Distance Bus Drivers
Dairy Farmers	Manufacturers' Representatives
Dental Assistants	Medical Assistants
Dental Hygienists	Office Managers
Detectives	Policemen
Disk Jockeys	Policewomen
Driving Instructors	Poultrymen

¹"SRA Junior Occupational Briefs," (Chicago: Science Research Associates, Inc., 1972)

HANDOUT 1: People and Animals (continued)

Professional Baseball Players	Salesmen
Public Health Nurse	Secretaries
Purchasing Agents	Service Representatives for
Radio and Television Announcers	Telephone Companies
Radio-TV Time Salesmen	Store Buyers
Railroad Passenger Conductors	Store Managers
Ranchers	Telephone Installers
Real Estate Agents	Theater Managers
Registered Professional Nurses	Travel Agents
Restaurant Managers	

College Graduation or Graduate School:

Advertising Account Executives	Pharmacists
Art Teachers	Physical Education Teachers
Athletic Coaches	Physical Therapists
Bank Officers	Physicians
Children's Librarians	Podiatrists
City Managers	Probation Officers
Clinical Psychologists	Professional Football Players
County Extension Agents	Psychiatric Social Workers
Dentists	Psychiatrists
Dieticians	Public Health Sanitarians
Foreign Service Officers	Public Relations Workers
Fund Raisers	Recreation Workers
Guidance Counselors	Safety Engineers
Home Economists	School Principals
Hospital Administrators	Securities Salesmen
Industrial Hygienists	Social Workers
Industrial Relations Workers	Speech and Hearing Clinicians
Kindergarten and Nursery School Teachers	Surgeons
Librarians	Teachers
Medical Social Workers	Teachers of Exceptional Children
Occupational Therapists	Veterinarians
Optometrists	Vocational Rehabilitation
Personnel Workers	Counselors
	Wildlife Managers

Jobs primarily dealing with IDEAS²

High School PLUS Special Training:

Actors and Actresses	Cartoonists
Artists	Commerical Artists
Bank Leaders	Commerical Photographers

²Ibid.

HANDOUT 1: Ideas (continued)

Composers and Arrangers	Literary Agents
Dance Teachers	Make-up Artists
Dancers	Milliners
Display Workers	News Cameramen
Dressmakers	News Photographers
Fashion Designers	Opera and Concert Singers
Film Editors	Orchestra Conductors
Free-Lance Writers	Portrait Photographers
Furniture Designers	Singers in Popular Music
Instrumental Music Teachers	Singing Teachers
Instrumentalists in Classical Music	Special Effects Technicians
Instrumentalists in Poplar Music	Stage Designers
Interior Designers	Tailors

College Graduation or Graduate School:

Actuaries	Lawyers
Advertising Copywriters	Magazine Editors
Anthropologists	Mathematicians
Architects	Medical Illustrators
Astronomers	Medical Researchers
Biochemists	Meteorologists
Biological Scientists	Microbiologists
Book Editors	Museum Curators
Chemists	Music Librarians
City Planners	Newspaper Editors
College Admissions Directors	Newspaper Reporters
College Teachers	Oceanographers
Criminologists	Physicists
Economists	Political Scientists
Editorial Assistants	Sociologists
Experimental Psychologists	Soil Conservationists
FBI Agents	Special Librarians
Foreign Correspondents	Statisticians
Geographers	Technical Writers
Historians	Theatrical Directors
Industrial Designers	Traffic Engineers
Landscape Architects	Translators and Interpreters

Jobs primarily dealing with THINGS³

High School or Less:

Airplane Ground Servicemen	Automatic Vending Routemen
Apprentices	Automobile Body Repairmen
Assemblers in the Electronics Industry	Automobile Manufacturing Workers

³Ibid.

HANDOUT 1: Things (continued)

Automotive Mechanic	Long-Distance Truck Drivers
Automotive Parts Salesmen	Longshoremens
Bank Clerks	Lumberjacks
Bookkeepers	Machine Tool Operators
Bookkeeping Machine Operators	Mailing Service Workers
Bottling Plant Workers	Marina Attendants
Building Service Workers	Merchant Seamen
Candymakers	Meter Readers
Construction Laborers	Miners
Dairy Industry Production Workers	Packers and Wrappers
Data Processing Machine Operators	Papermaking Production Workers
Drug Manufacturing Workers	Parking Attendants
Dry-Cleaning Workers	Pest Control Operators
Factory Assemblers	Postal Clerks
Factory Inspectors	Power Plant Workers
File Clerks	Power Truck Drivers
Frozen Food Processors	Production Painters
Gardeners and Grounds Keepers	Sawmill Workers
Guards and Watchmen	Sewing Machine Operators
Hotel Maids	Shipping Clerks
Household Workers	Short-Order Cooks
Insurance Clerks	Stock Clerks
Keypunch Operators	Upholsterers
Laundry Workers	Welders
Letter Carriers	

High School PLUS Special Training:

Air Conditioning Technicians	Compositors
Air Traffic Controllers	Construction Machinery Operators
Airline Dispatchers	Cooks and Chefs
Airline Pilots	Crane Operators
Airplane Mechanics	Data-Processing Machine Servicemen
Asbestos and Insulation Workers	Dental Technicians
Atomic Energy Technicians	Diesel Mechanics
Bakers	Divers
Blacksmiths	Draftsmen
Boilermakers	Electricians
Bookbinders	Electronic Technicians
Bricklayers	Electroplaters
Broadcast Technicians	Elevator Constructors
Building Contractors	Engineering Technicians
Butchers	Flight Engineers
Cabinetmakers	Florists
Carpenters	Forestry Technicians
Cartographers	Foundry Workers
Cement Masons	Furriers
Chemical Technicians	Garment Cutters

HANDOUT 1: Things (continued)

Glass Blowers	Photographic Laboratory Technicians
Glaziers	Physics Technician
Helicopter Pilots	Piano Tuners
Home Appliance Servicemen	Pipefitters
Industrial Machinery Repairmen	Plasterers
Industrial Technicians	Plumbers
Industrial Makers	Printing Pressmen
Instrument Repairmen	Produce Clerks
Jewelers	Programmers
Lathers	Proofreaders
Linemen	Radio and Television Servicemen
Locomotive Engineers	Railroad Freight Conductors
Machinists	Real Estate Appraisers
Medical Record Librarians	Refrigeration and Air- Conditioning Servicemen
Medical Technologists	Roofers
Merchant Marine Officers	Rubber Products Workers
Millwrights	Sheet Metal Workers
Molders	Ship Pilots
Motion Picture Projectionists	Shoe Repairmen
Musical Instrument Repairmen	Shorthand Reporters
Nurserymen	Stationary Engineers
Office Machine Operators	Structural-Iron Workers
Office Machine Servicemen	Switchboard Operators
Offset Lithographers	Telegraph Operators
Optical Mechanics	Textile Finishers and Dyers
Opticians	Tool and Die Makers
Painters and Paperhangers	Traffic Managers
Part Programmers	Tree Experts
Patternmakers	Vegetable and Fruit Farmers
Photoengravers	Watch Repairmen
Photographic Equipment Manufacturing Workers	X-Ray Technicians

College Graduation or Graduate School:
College

Accountants	Geologists
Aerospace Engineers	Horticulturists
Agricultural Engineers	Industrial Engineers
Air-Conditioning and Refrigeration Engineers	Mechanical Engineers
Ceramic Engineers	Metallurgical Engineers
Chemical Engineers	Mining Engineers
Civil Engineers	Nuclear Engineers
Electrical Engineers	Petroleum Engineers
Fire Protection Engineers	Sanitary Engineers
Food Technologists	Ship Designers
Foresters	Surveyors
Electronics Engineers	Systems Analysts

HANDOUT 2

STUDENT'S SUMMARY SHEET

1. Occupation _____ D.O.T. Code _____
2. Nature of work - duties and responsibilities
 - a.
 - b.
 - c.
 - d.
 - e.
3. Education and training needed
 - a.
 - b.
 - c.
4. Personal requirements
 - a. aptitude --
 - b. interests --
 - c. temperament --
5. Working conditions
 - a.
 - b.
 - c.
 - d.
6. Tools and Equipment needed
7. Methods of entrance
8. Economic return and benefits
 - a.
 - b.
9. Outlook for the future
10. Advantage of this occupation
 - a.
 - b.
 - c.
 - d.
11. Disadvantages of this occupation
 - a.
 - b.
 - c.
 - d.

HANDOUT 3

SELF-IMPROVEMENT CHART

Check only the ones applicable to you:

1. ☐ My hair is clean and shining all the time.
☐ I keep it neat and cut regularly.
☐ I wash it at least once a week.
☐ I keep my comb and brush clean.
2. ☐ My skin is clear and clean.
☐ I wash my face at least twice a day.
3. ☐ My eyes are clear and bright.
☐ I get plenty of sleep and fresh air.
4. ☐ My teeth are strong and white.
☐ I brush them after I eat.
5. ☐ My weight is right for me.
☐ I get exercise every day.
☐ I eat a proper diet.
6. ☐ My hands, feet and nails are clean.
7. ☐ I am always fresh
☐ I take a bath every day.
☐ I use a deodorant.
8. ☐ My clothes fit well
☐ They are clean, ironed, and mended.
☐ My shoes are polished regularly.
9. ☐ My voice is clear.
☐ I can talk to other people.
☐ I can listen too.
10. ☐ I have many interests.
11. ☐ I smile a lot to help make everyone happier.
12. ☐ I get along with people of all ages.

HANDOUT 4

STUDENT'S FIELD TRIP EVALUATION⁴

Student's name _____

Name of company or place visited _____

Type of business or service performed or product manufactured _____

1. Were the skills and the jobs you saw too complicated to understand?
____ Yes ____ No

2. I had (no, little, great) difficulty understanding our guide. Explain:

3. How did your peer group perform? ____ OK ____ Proud to be a member
____ Embarrassed to be with them. Explain:

4. What did you do ahead of time to prepare for this field trip?

5. What did you learn on this trip?

6. Would you recommend that this field trip be taken by another group?
____ Yes ____ No Why?

7. Did the guide emphasize the jobs performed or did he emphasize more the product made?

8. If you have any other comments you feel would help improve future field trips, please state here:

⁴ A Handbook for Broadening Elementary Vocational Concepts. (Lee's Summit, Missouri: Reorganized School District #7, 1972).

MAKING A TENTATIVE CHOICE AFTER SEVERAL ALTERNATIVES



UNIT 15

MAKING A TENTATIVE CHOICE AFTER

SEVERAL ALTERNATIVES

I. OBJECTIVES

- A. To help the student see the importance for general and vocational education.
- B. To help the students see or better understand the need of continuing their education.
- C. Students should be able to see the relationship between education and their future occupations and life.
- D. To realize that serious, but not final, consideration should be given to selecting the most favorable occupations available to the student.
- E. To consider the present achievement of the student and how it will help him to select the right job.

II. LESSON PLANS

A. LESSON 1

1. Define "alternative."
2. Define "career."
3. Have the students name several careers in which they think they might be interested.
4. Discuss the several alternatives the students have considered: their interest, aptitude, the salaries, location of the occupation, fringe benefits, future outlook, initial capital required, and any other questions that might arise from a class discussing careers or occupations.

E. LESSON 2

1. Discuss the importance of studying or selecting several alternatives before making a tentative choice while you are still in school. Tell the class they don't have to come up with a final decision but they should start planning for their career as soon as possible.
2. Write a paragraph telling why it is important to start planning a career so early in life.

C. LESSON 3

1. Have the students read their paragraphs they wrote earlier and have a discussion following the reading. This may give the other members of the class an interest in planning for a career.

D. LESSON 4

1. Use Handout 1 which may be helpful in deciding which work area - or areas hold the most interest at the present time. This will give the teacher an idea in which broad classification the students' interests may fall.
2. The student should check the ones they think would be most interesting. They should number them in order of their preference. This chart is only a sample. The teacher may want to add several more categories to this chart.

E. LESSON 5

1. Discuss with the students the question "How Can I Be Sure What Career to Prepare For?" Tell them that fortunately they do not have to make a choice now because they have several years ahead in which they can study job possibilities.
2. List on the board steps to follow in studying the various occupations.
 - a. Study various occupations and get some ideas of the kind of work they involve.
 - b. Consider the personal qualities that each occupation requires, such as intelligence, patience, or mechanical ability.
 - c. Examine your own interests and abilities and see how well they match the requirements of the jobs which interest you.
3. Discuss each step with the class.

F. LESSON 6

1. Have a film on making important decisions on careers.
2. Discuss the film.

G. LESSON 7

1. Bring to class pictures and clippings from newspapers and magazines to build a bulletin board on the many careers in the world today.
2. Have each student choose one of these careers and tell the possibilities of choosing it as a career in life.

H. LESSON 8

1. Use an aptitude test to give the teacher more information needed to accurately appraise the student's secondary school needs. These needs will help in selecting a tentative career. These tests indicate the student's intellectual abilities, talents and skills for which he has an aptitude. Do not overlook these as a part of the preparation for finding the right job.
2. Discuss with each student where he ranked on the aptitude test.

I. LESSON 9

1. Discuss the tentative career choice students have chosen. Be sure they understand that they should have the right courses open to them in the next year of school. They should understand that abilities are what they can do. Interest is what they like to do; and even though they like to do something, it doesn't mean they have the ability to do that. They must take the inside information they have (facts about abilities, interest and values) and the outside information they have (facts about school courses they plan to take.)
2. Have students list some of the factors to consider when choosing a tentative career such as interest, aptitude, salary schedule, advancement, amount of travel required, working environment and other factors pertaining to choosing a tentative career.
3. Discuss some of these factors after the students have finished their lists.

J. LESSON 10

1. Film "How To Get and Keep My First Job."
2. Discuss the film with the class.

K. LESSON 11

1. Have a panel to discuss possible careers.
2. Tell the class that each job or career has its own special value, and that practically every job calls for skill, ability or talent.
3. Discuss with the class steps to take in selecting a tentative career. The student needs to make a careful analysis of his interests, abilities, and aptitudes. This may mean the difference between landing a career that is tailored to suit his own personality and ambitions, instead of one that is just another job.

4. Discuss with the students the steps toward a successful career or how to find the work area or field in which he is most interested, and for which he has ability, talent and personality.

L. LESSON 12

1. Discuss tentative choice of careers.
 - a. The way in which a person uses his freedom of choice depends upon his personal values -- the things he believes to be most important in life. For example: The young person whose main purpose in life is to follow a career in which he can help others may become a teacher, a minister, or perhaps a social worker. Citizens of the United States have freedom of choice. Choose the career that seems best. When a choice has been made, plans should be made in preparation for that career.

M. LESSON 13

1. Do a Notebook
 - a. Since you have chosen a tentative career, collect newspaper articles and pictures from magazines which pertain to your choice. Keep test results, interest checking charts, and any other materials that will be helpful to you as you pursue your career. You will want to refer to this as you go through school.

N. LESSON 14

1. Since the student has chosen a tentative career, ask each student to discuss his choice of careers with his guidance counselor and parents.
2. Ask the student to report to the class his final decisions and why. Good decision-making requires that he look at interests, abilities, and values. Place the folder in his notebook.

III. EVALUATION - Test (Handout 2)

REFERENCES

Getting and Keeping Your First Job. Pleasantville: Guidance Associates, 1970.

Hartley, William H. and William S. Vincent. American Civics. Chicago: Harcourt, Brace and World Inc. Publishers, 1967.

Public Relations Staff. Can I Get The Job? Detroit: General Motors, 1972.

HANDOUT 1

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Group A	Group B	Group C
<input type="checkbox"/> Auto Mechanic <input type="checkbox"/> Handyman in a "Fix-It Shop" <input type="checkbox"/> Shop Apprentice	<input type="checkbox"/> Bookkeeper <input type="checkbox"/> Bank Teller <input type="checkbox"/> Time Keeper	<input type="checkbox"/> Laboratory <input type="checkbox"/> Analytical Chemist <input type="checkbox"/> Draftsman
Group D	Group E	Group F
<input type="checkbox"/> Automobile Salesman <input type="checkbox"/> Sales Clerk <input type="checkbox"/> Household Appliance Demonstrator	<input type="checkbox"/> Stenographer <input type="checkbox"/> File Clerk <input type="checkbox"/> Comptometer Operator	<input type="checkbox"/> Musician <input type="checkbox"/> Commercial Artist <input type="checkbox"/> Clay or Wood Modeler

HANDOUT 2

TEST

I. Write I before True statements; F before False statements.

1. ____ It is you yourself who will determine how successful you will be in learning to get along in the world around you.
2. ____ It is important to find a field of work that interests you.
3. ____ It is not necessary to study various careers and occupations. You can just guess at a career and make a good choice.
4. ____ Abilities are what we can do and interests are what we like to do.
5. ____ Values are and should be closely related to goals.
6. ____ Selecting the right job is an easy task.
7. ____ Facts become information when they have some meaning to you.
8. ____ One way to learn more about jobs is actually to go out and get one.
9. ____ It is a good idea to start planning for your career while you are still in school.
10. ____ Abilities are what we can do.

II. Place the letter of the correct response in the space before each definition.

- | | |
|---|----------------|
| 1. ____ A stage in the decision-making process. | a. interest |
| 2. ____ One's life's work. | b. abilities |
| 3. ____ Things we like to do. | c. alternative |
| 4. ____ The worth and usefulness of a thing. | d. careers |
| 5. ____ Things we can do. | e. values |

III. Discuss one of the following topics on the back of this test:

1. Discuss the necessity of studying or selecting several alternatives while you are still in school
2. Discuss the importance of choosing a career.

D. Test Key

True-False

- | | |
|----------|----------|
| 1. True | 6. False |
| 2. True | 7. True |
| 3. False | 8. True |
| 4. True | 9. True |
| 5. True | 10. True |

Matching

1. c
2. d
3. a
4. e
5. b

UNIT 16

JOB APPLICATION FORMS

I. OBJECTIVES

- A. To make the students aware of the ways jobs are advertised.
- E. To have the students learn the techniques of finding a job.
- C. To consider the different ways of applying for a job.
- D. To discuss the correct writing of resumes.
- E. To discuss filling out job applications.
- F. To make the students aware of the qualities in which an employer is interested.

II. LESSON PLANS

A. LESSON 1 - Unit 5 in American Civics

1. Talk about the challenge of a career.
2. Discuss the various jobs and careers mentioned in the text-book. Let each student discuss the kind of job in which he or she might be interested.
3. Have a discussion on the types of jobs available and the types of workers in highest demand here and in the surrounding areas, as well as in bigger cities.
4. Discuss the kinds of workers such as skilled, semi-skilled, self-employed, service, and clerical workers.
5. Assign research on a specific job in which each student is interested. This should be kept in a notebook and should contain the following information:
 - a. the type of work
 - b. location of jobs
 - c. education required
 - d. availability of jobs and demand for workers in this field
 - e. pay
 - f. hours of work
 - g. whether this job would require any certain skills or special traits such as physical strength or having to stand all day or possibly even breathing dust or fumes. (Example: Someone who has asthma may not be able to work where there is a high concentration of dust as would be found in a furniture factory. Someone who has rheumatism

JOB APPLICATION FORMS

LETTER OF APPLICATION

319 WALL STREET
CHICAGO, ILLINOIS
APRIL 4, 1974

MR. JOHN BRENT
PERSONNEL MANAGER
HART DEPARTMENT STORE
CHICAGO, ILLINOIS 60645

DEAR MR BRENT:

PLEASE ACCEPT
FOR STOCK

CON

PERSONAL DATA SHEET

BILL BRYANT
319 WALL STREET
CHICAGO, ILLINOIS

JOB OBJECTIVE: MYO

PERSONAL DATA:

EDUCATION:

WORK EX

EX

WORK APPLICATION
BROWN SHOE COMPANY
515 MAIN STREET
JONESBORO, ARKANSAS 819-4500

MISS
NAME MRS
MR

ADDRESS

STREET

CITY

AGE

MARRIED

DATE
SOC. SEC. #
TELEPHONE

or arthritis might not be able to stand all day.)

B. LESSON 2 - Class Discussion

1. Let each student discuss what he found out about jobs and qualifications.
2. List on the board different jobs mentioned and talk about where one would live to do these jobs. Talk also about qualifications and availability of jobs.
3. Talk about the importance of knowing now what you want to do later so you can orient your classes around this. For example, if you're interested in being an electrician or plumber you will need more math. If you are interested in working in a lab you need to take a lot of science.
4. Show and discuss the film strip "Getting and Keeping Your First Job."

C. LESSON 3 - What the Employer Wants to Know About You

1. Assign Part 2 of Chapter 17 in American Civics. The section is entitled "Learning More About Yourself."
2. Discuss the qualifications any employer would look for in a person. Some of these qualities would be honesty, dependability, promptness, neatness, and ability to get along with others.
3. Talk about things the employer will want to know such as one's school records as well as school activities, one's social security number, past employers, reasons for leaving past employment, and references which are reliable.
4. Pass out samples of job application letters and forms (Hand-outs 1, 2, 3) so the students can actually see what they are like. Let the students fill out a blank and write a letter of application. Discuss why each question or section is important to the employer.

D. LESSON 4 - Where to Look For and Find a Job

1. Assign Part 3 of Chapter 17 in American Civics on "Finding and Keeping a Job."
2. Pass out pamphlet "Looking for a Job" which is printed by the Division of Employment Security.
3. Discuss places you can look to find jobs. Include in your discussion want-ads, employment agencies, Division of Employment Security, employees you might know personally, notices in the post office of government jobs available as well as careers in the military.

4. Have students bring to class want-ads from newspapers and magazines. Have the students also bring advertisements from the local post office about government jobs and military careers.

E. LESSON 5 - Discuss Want-ads

1. Discuss the different types of ads. List on the board jobs available. Talk also about the abbreviations used in want-ads.
2. Talk about what the employer wants as well as what he has to offer.
3. Discuss the charge some employment offices have as compared to agencies which do not charge for their services.
4. Have each student write his own ad about a job he wants as well as the qualifications he has. This would go in his notebook.

F. LESSON 6 - Answering a Want-ad

1. Discuss the ad each person has written.
2. Talk about publishing these ads. Ask where they would want them printed and using a scale from a newspaper help them figure out how much it would cost.
3. Discuss answering an ad. On an overhead projector or on mimeographed sheets show a sample of a resumé. Talk about the correct form to use, neatness, and the personal qualifications that should be mentioned. The fact should also be mentioned that the resumé should be brief and to the point.
4. Also discuss a letter of application telling what should be included.
5. Assign each student to write an answer to a want-ad including a personal-data sheet. Stress the fact that these should be neat, accurate, and brief. (Handouts 4 and 5)

G. LESSON 7 - Speaker

1. Ask a local employer to come and speak to the class about local job opportunities. Have him discuss with them the way he would select someone for the job.
2. Discuss applying for the job, filling out an application, things you will need with you if you are called to fill out an application (Social Security number and proof of age.)
3. Encourage questions from the class about personal qualities for which the employer will be looking.

4. Discuss the proper way to fill out an application. A person should be on time, be neat, act calm and not be overly anxious, be alert, answer all questions accurately as possible about school and previous work, be tactful, and don't bother the employer with personal problems.

2. LESSON 8 - Role-playing

1. By two's let the students act as employer-employee. Let the employer go over the job application or letter of application with the prospective employee. Let him discuss why he would hire this person or why he would not.
2. Encourage other students to take notes on the qualifications the employers say they are looking for. Also have them make a list of points that would keep a person from getting a job.

3. LESSON 9 - Student Evaluation of Job Applications

1. Mimeograph job applications each student has filled out. Give these to the students and let each student comment on them.
2. Let the students decide which people would get the jobs and which ones wouldn't and why.
3. List on the board the things employers are most interested in about a person.

4. LESSON 10 - Test on Applying for Jobs

1. Give a quiz on all the aspects of looking for and applying for a job. Also ask questions on personal qualities and information that would be involved.
2. Take up student notebooks so each person can be evaluated on information and insights gained by this unit.

III. EVALUATION - Test (Handout c)

REFERENCES

Arkansas Guidebook for Vocational Orientation - State Department of Education and University of Arkansas Department of Education, Little Rock and Fayetteville, 1971.

Career Opportunities. New York: New York Life Insurance Company, 1964.

Getting and Keeping Your First Job. Pleasantville: Guidance Associates, 1970.

Hartley, William E. and William S. Vincent. American Civics. Chicago: Harcourt, Brace and World Inc. Publishers, 1967.

How To Prepare Yourself For Job Interviews. Poplar Bluff: Missouri Department of Employment Security, 1971.

How To Sell Yourself To An Employer. Poplar Bluff: Missouri Department of Employment Security, 1971.

Looking for A Job. Poplar Bluff : Missouri Division of Employment Security.

Making It In The World of Work. Bloomington, Illinois: McKnight Publishing Company.

Public Relations Staff. Can I Get the Job? Detroit: General Motors, 1972.

Resume Service. Resumes That Get Jobs. New York: Arco Publishing Company, 1967.

United States Department of Labor. Careers For Women. Washington: United States Government Printing Office, 1973.

_____. Careers For Women in the 70's. Washington: United States Government Printing Office, 1973.

_____. Jobs For Which A High School Education Is Preferred, But Not Essential. Washington: United States Government Printing Office.

United States Government Publications on Military Careers.

Youth Employment in Missouri. Poplar Bluff: Missouri Department of Employment Security.

TEST KEY

True-False: 1. T 2. F 3. T 4. T 5. F

HANDOUT 1

SAMPLE
APPLICATION FOR EMPLOYMENT

(Please Print)

Date: _____

NAME: Miss _____
Mrs. _____
Mr. _____

Soc. Sec. No. _____

ADDRESS: _____
(Street)

(City) (State) (Zip Code)

Age _____ Date of Birth _____ Height _____ Weight _____
(month) (day) (year)

EDUCATION:	<u>Name of School</u>	<u>Location</u>	<u>Dates Attended</u> (From-To)
1. Elementary	_____	_____	_____
2. High School	_____	_____	_____
3. Last grade completed	_____	Date this grade completed _____	

JOB#:	Who You Worked For	Where You Worked	Type of Work	When You Worked
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

HOBBIES:

EXTRA CURRICULAR ACTIVITIES:
(Clubs, Basketball, Class Pres., etc.)

1. _____
2. _____
3. _____

REFERENCES: (Someone not related to you who knows you well enough to know your qualifications)

<u>Name of Reference</u>	<u>Address Where Reference Can Be Reached</u>
1. _____	_____
2. _____	_____
3. _____	_____

HANDOUT 2

A Sample Letter of Application is Shown Below

302 Plum Street
Doniphan, Missouri 63935
January 15, 1974

Mr. Harrison Wells, Personnel Director
Vitronics, Incorporated
Highway 160
Doniphan, Missouri 63935

Dear Mr. Wells:

Mrs. Ethele F. Fanners, Counselor at the Current River Area Vocational School, has suggested that I contact you about a clerical job with your company. Please consider me as an applicant for this type of job.

On June 1, 1974, I will complete the vocational office training course at the Current River Area Vocational School. Courses I have taken include typewriting, shorthand, filing, and business arithmetic. My rate of typing is 62 words per minute. I take shorthand at 110 words per minute.

A personal data sheet is enclosed. I will be happy to come for an interview at your convenience. My home telephone number is 996-3356.

Very truly yours,

(Miss) Mary Jones

HANDOUT 3

FACTS THAT SHOULD BE INCLUDED
IN YOUR LETTER OF APPLICATION

1. It should be typed or written in ink.
2. It should be written on standard-size white paper.
3. It should be written to a specific individual if possible.
4. It should state specifically the job for which you are applying.
5. It should be brief, clear, and business-like.
6. It should include your qualifications.
7. It should be checked by someone else for mistakes before you send it.

A Sample Personal Data Sheet Is Shown Below

PERSONAL DATA SHEETPersonal

Name--Mary Jones
Address--302 Plum Street, Doniphan, Missouri 63935
Telephone--996-3356
Date of Birth--March 2, 1955
Height--5 feet, 6 inches
Weight--120 pounds
Health--Excellent

Skills

Typing--62 words per minute
Shorthand--110 words per minute
Filing

Education

1974--Will receive certificate in vocational office training
from the Current River Area Vocational School
1974--Will graduate from Doniphan Senior High School

Experience

June 1-September 1, 1973 - part-time typist at the County Court
House, Office of the County Clerk
June 1-September 1, 1972 - part-time waitress at Finch's Drug
Store

Interests and Hobbies

Swimming, Sewing

References

Mr. Kenneth Agin, Director, Current River Area Vocational School,
303 Spring Street, Doniphan, Missouri 63935

Mrs. Ethel F. Hanners, Counselor, Current River Area Vocational
School, 303 Spring Street, Doniphan, Missouri 63935

Miss Jane Johnson, Clerical Practice Instructor, Current River Area
Vocational School, 303 Spring Street, Doniphan, Missouri 63935

Mr. Rufe Dalton, County Clerk, Ripley County Court House, Doniphan,
Missouri 63935

HANDOUT 5

FACTS THAT SHOULD BE INCLUDED IN YOUR
PERSONAL INFORMATION DATA SHEET

1. Name
2. Address
3. Telephone Number
4. Age
5. Height
6. Weight
7. Grade School You Attended
8. Last Grade Completed
9. When You Completed This Grade
10. Jobs You Have Done (Any jobs - babysitting, home chores,
etc.)
11. Tell who you worked for, where, the type of
work, and when you did this work
12. Your hobbies
13. References

HANDOUT 6

TEST

I. Place T before True statements and F before False statements.

1. ____ Personal values are important in considering a job.
2. ____ An employer would be more interested in someone who had not finished school because these people are usually interested in working harder.
3. ____ Skilled workers need to be especially dexterous.
4. ____ Unskilled workers are usually required to do heavy work.
5. ____ The need for service workers declines as America grows.

II. Discussion Questions. Write a short statement or phrase to answer the following questions.

1. Three things to consider when choosing a career.
2. How can a person prepare for a career?
3. What questions should you ask yourself when considering a job?
4. Five things an employer wants to know about you.
5. Where can you look to find job openings?
6. What is the difference between a state employment agency and a private employment agency?

7. What are the most important items to remember in writing a personal-data sheet?

8. What specific items would you need when going to apply for a job?

9. What qualities would keep you from getting a job?

10. What qualities would help you get the job?

III. Below is a sample want-ad. Using this and remembering what you have learned, write a letter of application and a personal-data sheet adding any items you might find necessary. (Boys do A. Girls do B.)

A. David Taylor

Age 24. Married with 2 children, High School Graduate. Has worked as a mechanic for 5 years in a small town service station. Prefers to live in a small town. Is willing to relocate.

B. Jane Smith

Age 21. Married with no children. Has finished 2 years of secretarial school. Has worked 2 years as a private secretary. Out of work due to business closing. Is willing to relocate.

IV. Notebooks will be taken up and comments made inside each notebook today.

V. Test Key (Page 167).

UNIT 17

THE INTERVIEW

I. OBJECTIVES

- A. To make the students aware of ways they could get interviews.
- B. To help each student know what to do and what not to do if he is called for an interview.
- C. To stress the importance of making a good impression on the employer.
- D. To stress the importance of doing your best on the first few days of work.
- E. To teach the importance of getting along with others on the job.
- F. To help the student realize the importance of showing interest in the company and the job.

II. LESSON PLANS

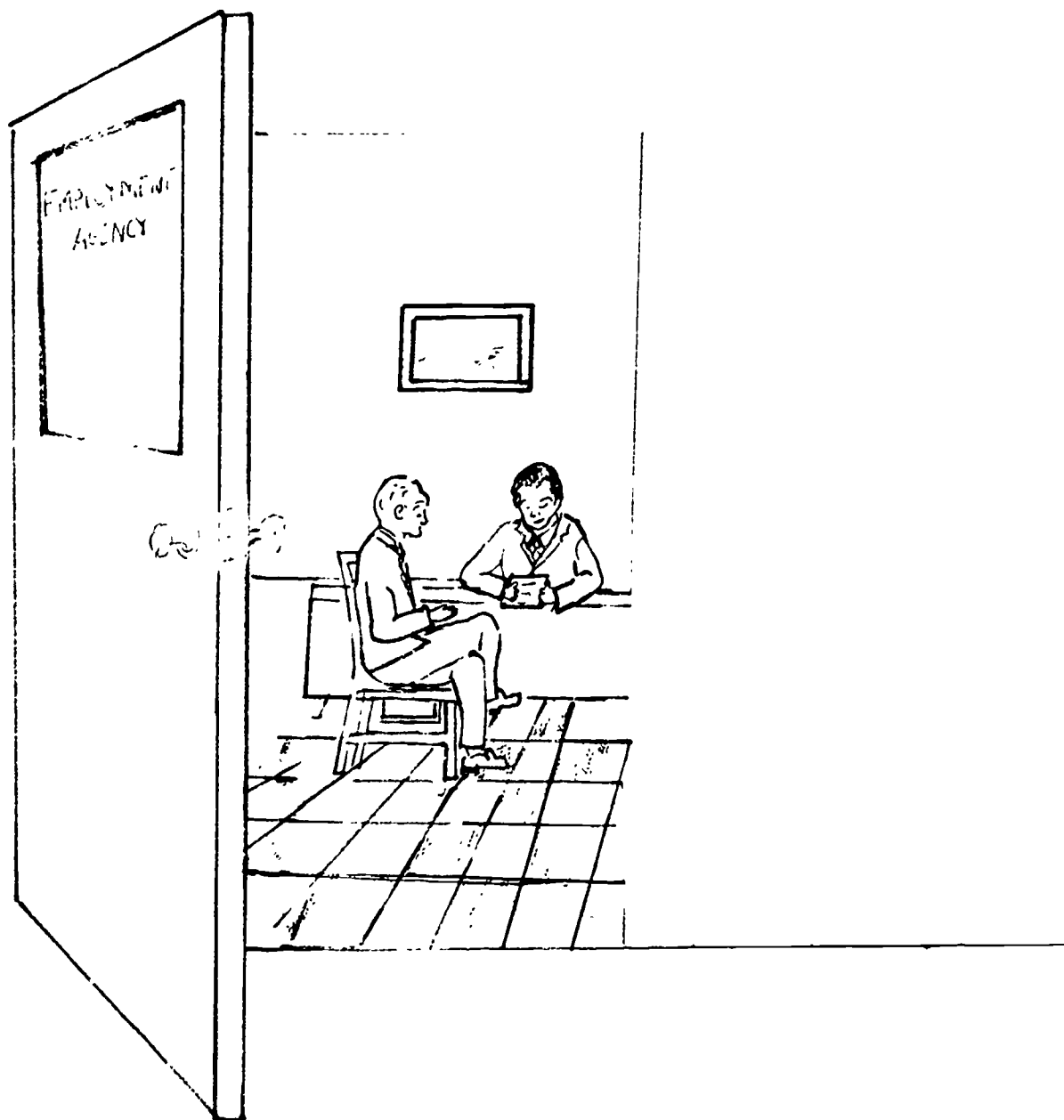
A. LESSON 1 - Finding and Keeping a Job.

- 1. Assign Part 3 of Chapter 17 in American Civics on "Finding and Keeping Jobs."
- 2. Discuss looking for jobs and answering want-ads.
- 3. Discuss the importance of knowing all about the job you are interested in before you look for a job.
- 4. List on the board things to look for in a job.
 - a. The future of the job, chances for advancement.
 - b. Work that uses your interests, intelligence, and training.
 - c. The working conditions.

B. LESSON 2 - Getting Ready for the Interview

- 1. Have the students discuss what they would do to get ready for an interview stressing the following points:
 - a. Writing a personal-data sheet.
 - b. Finding out as much about the job as possible ahead of time.
 - c. Taking a pen and social security card, as well as proof of age with them.
 - d. Being neatly dressed and being on time.
- 2. Let each student write out his personal-data sheet.

THE INTERVIEW



3. Have students make a List of reasons why people get jobs or fail to get jobs.
 4. Discuss questions asked in an interview (Handout 1).
- C. LESSON 3 - Class Discussion on What an Employer Will Be Looking For in a Person
1. Discuss reasons people get or fail to get jobs.
 2. Have each person list personal qualities important to the employer. Discuss these and mention:
 - a. Ability to do the job
 - b. Dependability
 - c. Initiative or drive
 - d. Reliability
 - e. Good attendance
 - f. Efficiency and accuracy
 - g. Loyalty
 - h. Cheerfulness
 - i. Helpfulness
 - j. Unselfishness
 - k. Perseverance - ability to stick with a job
 - l. Ability to get along with others.
 3. Stress the following points.¹
 - a. A poor student who goof's off a lot will try to get out of doing work.
 - b. A student who skips school a lot will try to skip work a lot.
 - c. A person who works at only what he wants to in school will tend to work at only what he likes to or wants to on a job.
 - d. Whatever job you get, you will need the three basic skills - reading, writing, and arithmetic.

D. LESSON 4 - How To Get An Interview

1. Ask each student how he would go about getting an interview.
 - a. Where would he go?
 - b. Who would he ask?
 - c. Where would he look?
2. List on the board different ways to go about getting an interview.
 - a. Through a relative, friend, placement officer, or an employment agency official could be the easiest way.
 - b. Telephone and request an appointment.
 - (1) Should be polite, clear, and brief.
 - (2) Get all the facts of where to go, when to go, and whom to see.

¹Educational Division. It's Up To You. A Guide to a Career in Life and Health Insurance. (New York: Institute of Life Insurance, 1971).

- c. Unannounced visit to the company
 - (1) Have necessary information handy (pen, social security card, proof of age).
 - (2) Be prepared to sell yourself to an employer.
- d. Letter of application
 - (1) Contain all necessary information.
 - (2) Be neat, brief, and businesslike.
 - (3) Address it to a specific individual if possible.

E. LESSON 5 - Filmstrip "Your Job Interview"

1. Have students listen for and write down important information.
2. Class discussion of the filmstrip.
3. Hand out pamphlet "How to Prepare Yourself for a Job Interview" and discuss it.
4. Hand out pamphlet "How to Sell Yourself to an Employer" and discuss it.
5. Facts to remember:²
 - a. Be prepared to talk briefly about your interests and qualifications.
 - b. Know about the firm.
 - c. Personal appearance is important.
 - d. Go to the interview alone.
 - e. Arrive ahead of time.
 - f. Be alert during the interview.
 - g. Be polite, accurate, honest, and frank with your answers.
 - h. Be prepared to answer any questions.
 - i. Have a fact sheet.
 - j. Be tactful and don't argue.
 - k. Don't tell the employer your troubles.
 - l. Concentrate on your qualifications rather than on weak points.
 - m. Be able to mention a specific job you want.
 - n. Impress on the employer your willingness and interest in working and proving yourself.
 - o. Call the employer Mr., Mrs., or Miss.
 - p. Don't be discouraged because you didn't get the job. Ask about other jobs he may know about.

F. LESSON 6 - Filmstrip "Getting and Keeping Your First Job"

1. Show the filmstrip and discuss it.
2. Stress the following points:

²How to Sell Yourself To An Employer. (Poplar Bluff: Employment Security Division, 1971).

- a. Even though your first few days on the job may be confusing because the boss doesn't have time to spend with you individually, be patient.
 - b. Use spare time to learn all you can about the business and your job.
 - c. Don't be afraid to ask what to do.
 - d. When you make a mistake be willing to admit it.
 - e. Keep working even though your job may be repetitious and boring.
 - f. Don't be overconfident, overcritical, or show anger toward other employees.
 - g. Learn to take supervision.
 - h. Don't bother the boss with unimportant matters.
 - i. Don't be discouraged about low pay.
3. Assign each student to make a list of reasons why a person would not get a job he was seeking or reasons he might lose a job he has.

G. LESSON 7 - Reasons People Get or Lose Jobs

1. List reasons people get jobs
 - a. Neatness, politeness, and punctuality
 - b. Cooperation, willingness to work, ability to work
 - c. Being alert and knowing specifically the job you want
 - d. Showing interest and past experience in a certain job
2. List reasons people fail to get jobs
 - a. Unsuitable appearance
 - b. Lack of training
 - c. Unbusinesslike attitude about your job
 - d. Asking too many questions
 - e. Showing extreme nervousness
 - f. Showing an unfriendly manner
 - g. Failing to show up at the proper time
 - h. Taking a person with you when going to apply for a job
3. List and discuss reasons a person might lose a job ³
 - a. Carelessness on the job
 - b. Unwillingness to follow orders
 - c. Laziness
 - d. Absence or tardiness without cause
 - e. Troublemaking
 - f. Too much attention to outside interests
 - g. Lack of initiative
 - h. Too little or too much ambition
 - i. Irresponsibility
 - j. Lack of adaptability

³How To Get and Hold the Right Job. (Poplar Pluff: Employment Security Division, 1971).

H. LESSON 8 - Role Playing

1. Have each student be prepared for an interview. Divide the class into twos and let one student be the employer and the other the employee. Let them conduct an interview in front of the class.
2. Have a class discussion on mistakes made as well as good points.
3. Hand out mimeographed sheets on the following facts to consider:
 - a. One of the most important jobs you ever have may be your first one.
 - b. Only expect to be paid according to the work you do.
 - c. Success on the job will be determined by what you put into your job.
 - d. Chances are you won't get the first job you apply for.
 - e. Remember that you are inexperienced and most jobs require experience.
 - f. You are in competition with others who may be more qualified than you are.
 - g. Job hunting is hard work.
 - h. Reaching the top of the ladder takes preparation, being determined, and hard work.
 - i. Getting ahead means getting along and working harmoniously with others.
 - j. Always have the attitude that if a job is worth doing, it's worth doing well.
 - k. When in doubt, don't ever be hesitant to ask any questions about rules and regulations.

I. LESSON 9 - Guest Speaker

1. Have a former student who is now employed come and speak to the class on his experiences in getting a job and the type of work he does and what is expected of him.
2. After the class has questioned the speaker, answer any questions still remaining concerning interviews and jobs.
3. Have a general review of facts learned.
 - a. Being ready for an interview
 - b. Knowing how to get an interview
 - c. "Do's and Don'ts" in going for an interview
 - d. Reasons you may or may not get a job
 - e. Rules to follow if you get the job

III. EVALUATION

- A. Have the students answer the questions on Handout 2.
- B. Give out personal evaluation sheets (Handout 3) and let each student evaluate himself. Then let the person sitting beside him fill out this form as he sees him.

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HANDOUT 1

TYPE OF QUESTIONS YOU CAN EXPECT DURING THE PERSONAL INTERVIEW⁴

Below are listed some of the most often asked questions during the personal interview. To get a general idea as to the line of thought the employer follows, during this interview, be sure and read each one of the questions. Remember the employer or the interviewer will be able to tell a lot about you during this period of time, so be prepared.

1. What are your future vocational plans?
2. How do you spend your spare time? What are your hobbies?
3. In what type of position are you most interested?
4. How interested are you in sports?
5. How do you feel about your family?
6. What are your ideas on salary?
7. What do you know about our company? (Very important that you know something about the company with which you are trying to get a job.)
8. Why did you choose this particular field of work?
9. What type jobs have you held? How did you get these jobs and why did you leave them?
10. What subjects did you like best while in school? Least? Why?
11. Why do you think that you would like to work for our company?
12. Do you prefer any certain geographic location?
13. Do you have a girl? Is it serious?
14. How much money do you hope to earn by the age of 30? 35?
15. What do you think should determine a man's progress in a good company?
16. Why do you think that you would like this particular type of work?
17. What is your father's occupation? Mother's?
18. Are you looking for a permanent or temporary job? How permanent or temporary?
19. Do you prefer working with others or by yourself?
20. What kind of boss do you prefer?
21. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory reward?
22. Can you take instructions without getting or feeling upset?
23. Do you live with your parents? Which one of your parents has had the most important influence on you?
24. How did previous employers treat you?
25. What have you learned from other jobs that you have held, that might help you on future jobs?
26. Can you get recommendations from previous employers?
27. What interests you about our product or service?
28. How long do you expect to work?
29. Have you saved any money?
30. Do you attend church?
31. Do you like routine work?
32. Do you like regular hours?

⁴Arkansas Guidebook For Vocational Orientation. (State Department of Education, Little Rock, Arkansas and University of Arkansas Fayetteville, Arkansas, 1971), p. 328.

33. What size city do you prefer?
34. What is your major weakness?
35. Define cooperation.
36. How do you usually spend Sunday?
37. Have you ever had any serious injuries or illness?
38. Are you willing to go where the company sends you?
39. What job in our company would you choose if you were entirely free to do so?
40. What types of people seem to rub you the wrong way?⁵

⁵Ibid., p. 328.

HANDOUT 2

QUESTIONS

1. What facts should you consider before looking for a job?
2. What are the "do's and don'ts" for participating in an interview?
3. How could personal habits or characteristics keep you from getting a job?
4. How would you get an interview for a job?
5. What should you do if you are certain you didn't get this job?
6. Five qualities an employer is looking for in a worker.
7. How should a worker act his first few days on the job?
8. What should a worker do if he makes a mistake and stands a chance of losing his job because of it?
9. When is it permissible to miss work?
10. What should one do if he has to miss work or knows he will be late for work?

HANDOUT 3

PERSONAL EVALUATION FORM⁶

<u>Personal</u>	<u>Above Standard</u>	<u>Meets Standard</u>	<u>Below Standard</u>	<u>Comments</u>
1. How neatly groomed am I?	_____	_____	_____	_____
2. Am I physically able to handle this work?	_____	_____	_____	_____
3. How sincere am I?	_____	_____	_____	_____
4. How alert am I?	_____	_____	_____	_____
5. How mature am I?	_____	_____	_____	_____
6. Do I have transportation to and from work?	_____	_____	_____	_____
7. Do I have the necessary educational requirements?	_____	_____	_____	_____
 <u>Social</u>				
1. How well do I talk?	_____	_____	_____	_____
2. Do I participate in group activities?	_____	_____	_____	_____
3. Do I get along with others?	_____	_____	_____	_____
 <u>Occupational</u>				
1. Do I have experience in this work area?	_____	_____	_____	_____
2. Am I willing to assume responsibility?	_____	_____	_____	_____
3. Do I have a healthy attitude toward working?	_____	_____	_____	_____
4. Am I willing to work for low wages until I learn a job?	_____	_____	_____	_____
5. Am I willing to do the same job over and over without being bored and tempted to quit?	_____	_____	_____	_____

⁶Ibid., p. 330.

UNIT 18

PLANNING YOUR HIGH SCHOOL AND POST-SECONDARY PROGRAM

I. OBJECTIVES

- A. To help the students select courses that will provide them with the training they need for entering the World of Work.
- B. To help the students realize the importance of completing their education.
- C. To make the students aware of different schools available that they can attend.
- D. To discuss the process for entering any school for higher education.
- E. To tell the students different ways they can finance their education.
- F. To tell of jobs available at each level of education.

II. LESSON PLANS

A. LESSON 1 - Things to Consider in Choosing a Career

1. Have the class list things they would need to take into consideration before they choose a career.
 - a. Interests, abilities, qualifications
 - b. Education required for the job
 - c. Demand for workers
 - d. Availability of jobs
 - e. Skill required
 - f. Chances of advancement
2. Let each student take the career in which he is interested and look up the educational requirements for the job.
3. Class discussion on items mentioned by the students.

B. LESSON 2 - Education for a Career

1. Discuss the sequence of education
 - a. Nursery school
 - b. Kindergarten
 - c. Elementary school
 - d. Junior High
 - e. High School
 - f. Post-secondary Vocational - Technical School
 - g. Junior College
 - h. College or University

PLANNING YOUR HIGH SCHOOL AND POST-SECONDARY PROGRAM



2. Show how each step is more advanced, how each step leads to a more professional job.
3. Show how basic education teaches the basic requirements: reading, writing, arithmetic.
4. Tell of jobs one could get for which there is less need for a higher education.
5. Discuss different courses available in school that one can expand into a career.
 - a. Typing, shorthand, bookkeeping, secretarial practice
 - b. Dramatics
 - c. Athletics
 - d. Writing and editing
 - e. Auto Mechanics
 - f. Agriculture

C. LESSON 3 - Prerequisites for Entering Post-Secondary Training

1. Discuss courses for going into vocational school.
 - a. Agriculture
 - b. Clerical courses
 - c. Home economics
 - d. Mathematics
 - e. Auto mechanics, plumbing, welding, building trades, etc.
 - f. English
 - g. Speech
2. Courses for going into college
 - a. English
 - b. Mathematics
 - c. Science
 - d. History
 - e. Art
 - f. Home economics
 - g. Agriculture
 - h. Speech
3. Have students plan a sample school schedule for the rest of school.

D. LESSON 4 - Where to Go for Further Education

1. Assign Chapter 18 in American Civics to be read.
2. Discuss each different type school
 - a. Public high schools
 - b. Academic high schools
 - c. Vocational and technical high schools
 - d. Vocation-technical post-secondary schools
 - e. Community colleges and junior colleges
 - f. State colleges and universities
 - g. Pay schools and boarding schools
 - h. Parochial schools

3. Discuss the different types of subjects each school would have to offer.

E. LESSON 5 - Entering College

1. Have bulletins available from different colleges.
 - a. Have students read the process for admission.
 - b. Talk about things one will need to consider before going to any school away from home.
 - (1) close to home or away from home
 - (2) limits of finances
 - (3) transportation
 - (4) interest in special training programs
 - (5) getting training you want without having to transfer
 - (6) ability to spend money wisely
 - (7) willingness to study hard
 - c. Give out forms that have to be filled out before entering college
 - (1) application blank
 - (2) transcript
 - (3) pre-admission tests
 - (4) medical form
2. Have each student fill out an application form and get it ready to send to a college of his choice (Handout 1).
3. Explain a transcript and how to obtain one and where to send it.
4. Explain the tests that some colleges require before you can enter. Explain how to get them and how to take them.
 - a. A.C.T. - American College Test
 - b. M.C.P.T. - Missouri College Placement Test
 - c. S.A.T. - Scholastic Aptitude Test
 - d. O.P.T. - Ohio Psychological Test
 - e. D.A.T. - Differential Aptitude Test
 - f. F.S.A.T. - Preliminary Scholastic Aptitude Test
5. Have each student go over the medical form (Handout 2) to see how thorough the questions are.
6. Discuss fees that have to be sent in advance¹
 - a. Incidental fee - pays for identification card for school activities, school paper and annual, textbook rental fee, and hospitalization.
 - b. Non-resident fee -- paid only by students from out-of-state.
 - c. Application fee -- pays for room deposit for a dormitory room.
 - d. Late enrollment fee - paid by students who enroll after the deadline for enrolling.

¹Southeast Missouri State College Bulletin. (Cape Girardeau: Southeast Missouri State College, 1972), pp. 64-65.

- e. Evaluation fee -- paid by students who have transferred from another college.
- f. Miscellaneous fees
 - (1) diploma fee if you graduate
 - (2) fee for late payment of incidental fee
 - (3) fee for changing your program after a certain deadline
 - (4) registration fee
 - (5) fee paid if you lose your identification card
 - (6) fee charged if you get a teaching certificate

F. LESSON 6 - Financing Your Education

1. Look at the bulletins on hand and have the students note the costs of attending college. List the charges of different schools on the board.
 - a. Compare private colleges with public colleges.
 - b. Compare living on campus with living off campus in an apartment. Note that you will have to pay rent and buy food if you live off campus in an apartment.
 - c. Compare living at school with commuting. Note that if you commute you'll need a large quantity of gas and an adequate means of transportation.
 - d. Compare the cost of different course loads you take. The fewer hours you carry the higher it will be per hour.
 - e. Compare going to school in the state where you live with going to school out-of-state.
2. Talk about different ways your schooling can be financed.
 - a. Government loans (NDSL) at low interest rate.
 - b. Borrowing money from a bank with interest.
 - c. Scholarships for either scholastic ability or from various individuals.
 - d. Work-study programs for students from low-income families.
 - e. Summer jobs on campus are often available for students who want to work.
 - f. Part-time work is available for students who want to work and go to school at the same time.
 - g. Social Security benefits will continue for dependent children until they reach the age of 22 if they continue their education.
 - h. Basic Education Opportunity Grants

G. LESSON 7 - Jobs available at various levels of training.

1. Pass out fact sheet on jobs (Handout 3).
2. Discuss jobs available for all levels of education.
3. Talk about different training for different jobs.
4. Have students notice that even simple jobs require training.

III. EVALUATION

- A. Have the students make a detailed schedule of classes they will need to go into a certain field.
- E. Have each student go through the process of entering a college.
- C. Have students plan a budget on how much money they will need for going to college. (Take into consideration transportation, fees, clothes, tuition, as well as a certain amount of entertainment money).

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HANDOUT 1

APPLICATION FOR ADMISSION²

ANY COLLEGE

Social Security Number _____

1. Name (Print) _____ 2. Sex _____
(Last) (First) (Middle)3. Mailing Address _____
(Where mail will always reach you) (City) (County) (State) (Zip)4. Date of Birth _____ 5. Marital Status 6. Residence
(Month, Day, Year) () Single () State Resident
() Married () Out of State
() Separated Resident
() Divorced Country of Citizen-
ship _____

7. Church Preference _____

8. If Married, Name of Husband or Wife _____ Telephone _____

9. Parent or Guardian _____ Telephone _____

(Street) (City) (County) (State) (Zip)
10. Name of High School _____ Date of Graduation _____
Address of High School _____
Activities in High School () Band () Choir () Football () Track
() Basketball () Baseball

11. When do you plan to enter college? () Fall 19__ () Spring 19__

12. Entry Status: 13. Race (We admit all qualified
() First time to enter any college Students without regard to race)
() Transferring from another college () Negro () Oriental
() Indian () Caucasian
() Spanish () Other (specify)14. If you have enrolled before at this college, please indicate:
() Residence () Correspondence () Extension

15. Have you served in the Armed Forces? () Yes () No

16. List all colleges attended since leaving high school. If you have not
attended any colleges write none in the space below.

Name of School	Dates Attended	Hours Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____

I hereby affirm that all information supplied on these blanks is complete and accurate. It is my understanding that I shall not be considered for admission to this college until I have submitted my credentials. I understand that withholding information requested or giving false information may make me ineligible for admission or enrollment.

Date _____, 19__ Signed _____

²"Arkansas State University Undergraduate Bulletin. "Application for Admission." (Jonesboro: Arkansas State University, 1972-73).

HANDOUT 2

REPORT OF MEDICAL EXAMINATION³ ANY COLLEGE

This Report of Medical Examination is required of every student who wishes to attend this college.

Name _____ Date of Birth _____
Last First Middle

Home Address _____ Name of Parent or Guardian _____
Sex _____ Race _____ Age _____ Height _____ Weight _____ Build: _____

		Clinical Evaluation	
Normal	Abnormal	Check each item in the correct column	Comments
		Head, face, neck, scalp	
		Nose	
		Sinuses	
		Mouth and throat	
		Ears - General	
		Drums (perforation)	
		Eyes - General	
		Ophthalmoscopic	
		Pupils	
		Ocular motility	
		Lungs and Chest	
		Heart	
		Vascular system	
		Abdomen and Viscera	
		Anus and rectum	
		Endocrine system	
		G-U system	
		Upper extremities	
		Feet	
		Lower extremities	
		Spine, other musculoskeletal	
		Identifying body marks, scars	
		Skin, lymphatics	
		Neurologic	
		Psychiatric	
FEMALES ONLY			
		Pelvic	

Is there any reason why this person cannot participate in Physical Education? Yes _____ No _____

If answer is yes, please explain in detail _____

Signed _____
Examining Physician

HANDOUT 3

FACT SHEET
JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS PREFERRED⁴

Licensed Practical Nurse*	Asbestos or Insulating worker**
Salesman or Saleswoman	Carpenter**
Cashier	Bricklayer**
Barber*	Cement Mason**
Shipping or Receiving Clerk	Construction worker
Cook or Chef**	Floor Covering Installer**
Automobile Parts Counterperson	Lather**
Cosmetologist*	Painter or Paperhanger**
Hospital Attendant	Plasterer**
Private Household Worker	Plumber or Pipefitter**
Roofer**	Waiter or Waitress
Bus Driver*	Watch Repairman**
Taxi Driver	Factory Assembler
Appliance Serviceman	Automobile Painter**
Route Man*	Gasoline Service Station Attendant
Automobile Mechanic**	Fireman
Diesel Mechanic**	Welder**
Electrician**	Mail Carrier
Farm Equipment Mechanic**	Postage Clerk
Millwright**	Hotel Bellman
Truckdriver*	Railroad Worker

* Specialized training and/or license is needed.

** Apprenticeship training may be required (Part or all may be obtained in a vocational-technical school.)

JOB FOR WHICH JUNIOR COLLEGE, TECHNICAL SCHOOL
OR OTHER SPECIALIZED TRAINING IS USUALLY REQUIRED

Forestry Aid	Commercial Artist
Dental Hygienist	Interior Designer or Decorator
Medical X-Ray Technician	Draftsman
Registered Professional Nurse	Engineer Technician
Actor or Actress	Surveyor
Dancer	Television and Radio Service
Musician	Technician

JOBS FOR WHICH A COLLEGE EDUCATION IS USUALLY REQUIRED

Accountant	Chemist
Advertising Worker	Physicist
Public Relations Worker	Anthropologist
Clergyman	Economist
Forester	Geographer
Range Manager	Historian
Counselor	Sociologist

⁴Norbert Johnson. Occupational Orientation. An Introduction To The World of Work. (Mississippi State: Mississippi State University, 1973), p. 33.

Engineer
Dentist
Dietitian
Optometrist
Pharmacist
Physical Therapist
Physician
Sanitarian
Veterinarian
Mathematician
Biological Scientist
Geologist
Astronomer

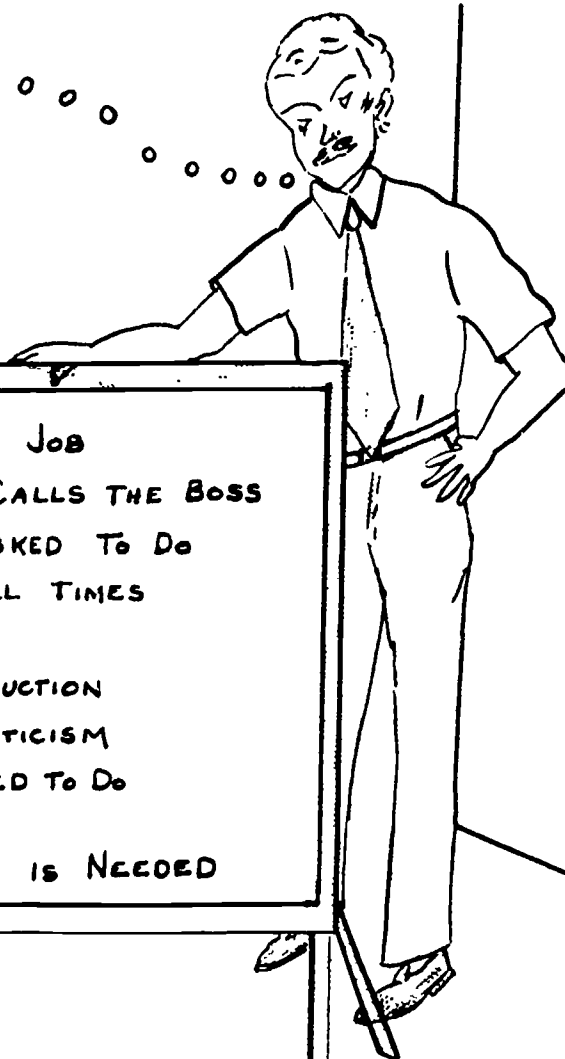
Teacher
Newspaper Reporter
Writer
Architect
Home Economist
Lawyer
Librarian
Psychologist
Social Worker
Purchasing Agent
F.B.I. Special Agent
Bank Officer

⁵Ibid.

ADVANCING IN A CAREER

I'M
LOOKING FOR EMPLOYEES
WITH THESE QUALITIES

DRESSES RIGHT FOR THE JOB
IF HE CAN'T BE THERE, CALLS THE BOSS
DOES THE WORK HE IS ASKED TO DO
IS COURTEOUS AT ALL TIMES
IS ON TIME
IS ABLE TO TAKE INSTRUCTION
IS ABLE TO TAKE CRITICISM
DOES WHAT HE IS ASKED TO DO
IS LOYAL
SEEKS ADVICE WHEN IT IS NEEDED



UNIT 19

ADVANCING IN A CAREER

I. OBJECTIVES

- A. To give students information on how promotions are obtained.
- B. To give students basic facts on job promotions.
- C. To give students information that would help them receive promotions.

II. LESSON PLANS

A. LESSON 1

1. Instruct students to take an introductory test (Handout 1).
2. Discuss this test and define for the students the meaning of advancing in a career. Give the students in note form the following:
 - a. Success in work and advancement go hand in hand.
 - b. Advancement means that a worker receives a promotion to another job.
 - c. Promotions are of 3 kinds:
 - (1) a better job in the same plant or department.
 - (2) a job with increased responsibility in the same company but in a different plant.
 - (3) a more responsible job with another company.

3. Discuss these notes.

B. LESSON 2

1. Ask a business man of the community to attend a class for a discussion session.
2. The following topics should be discussed from the standpoint of what the employer wants:
 - a. education
 - b. age
 - c. work habits
 - d. appearance of worker
 - e. productivity
 - f. personality

C. LESSON 3

1. Ask an individual who has recently received a promotion to attend class for a discussion period.
2. The following topics should be discussed from the standpoint of

- a worker's seeking a promotion.
- a. working conditions
- b. fringe benefits
- c. personal satisfaction
- d. future of the new job
- e. pay

D. LESSON 4 - Preparation for Changing Jobs

1. In preparing to change jobs the worker has several responsibilities to himself and to his employer. Give these in notes to the class.
2. The worker should consider the following questions before he decides to change jobs. Decisions should never be made hurriedly.
 - . What is the future for the old and new jobs?
 - . Will the new job be a promotion?
 - c. Will I lose in fringe benefits and seniority privileges? Will I gain?
 - d. Will I have greater security with the old or the new job?
 - e. Will I be happier with the new job?
 - f. How does the pay for the two jobs compare?
 - g. What does my family think of the change?
 - h. Do I have the education and training required for success in the new job?¹
3. Discuss these questions and possible answers.
4. After a new job has been found and accepted, one must quit the old one. Give these requirements in note form.
 - a. When quitting a job the worker should
 - (1) orally tell his boss
 - (2) give at least two weeks' notice
 - (3) write a letter of resignation
 - b. The letter of resignation should contain the following information:
 - (1) you are leaving
 - (2) why you are leaving
 - (3) the date you plan to leave
 - (4) appreciation for the opportunity to have worked for the company
 - (5) sample letter (Handout 2)
5. Discuss any questions about the letter of resignation or requirements for it.

¹Jasper S. Lee, "Advancing in a Career," Micro-fiche Ed. 057235. (Jackson: Mississippi State University, 1971), p. 203.

6. Have the class write a fictitious letter of resignation for a job they might hold. This letter should give the appearance of being in a picture frame; margins well-balanced.

E. LESSON 5

1. Take one or two days and discuss as many of the following factors as possible. All of these factors are important in advancing in a career.
2. Factors to consider and discuss.
 - a. personality and problems
 - b. attitude
 - c. skills and capabilities, honesty
 - d. education
 - e. self-control, background
 - f. personal appearance and habits
 - g. health
 - h. pressures of promotion
 - i. experience
 - j. confidence
 - k. flexibility in a job
 - l. reliability

III. EVALUATION - TEST

- A. What are the three kinds of promotions?
- B. What do employers consider in granting promotions?
- C. What are some reasons people change jobs?
- D. What should be considered in determining whether to change jobs?
- E. What four items should a letter of resignation contain?

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HANDOUT 1

INTRODUCTORY TEST

1. Place a T before True statements; and F before False statements.

1. One should get a solid foundation in their job.
2. It is never important to be successful in one's job.
3. First impressions can be very important.
4. It is better to advance an employee than to hire new employees.
5. One may obtain information on a new job through classified ads.
6. One may receive information on jobs through employment service.
7. One may receive information on new jobs through acquaintances at work.
8. It is a good idea to quit an old job before looking for a new one.
9. Before leaving for a new job, one should provide their employer with two weeks' notice.
10. One may need their former employer's recommendation when applying for a new job.

2. TEST KEY

- | | |
|-------------------------|--------------------------|
| 1. <u> </u> <u>T</u> | 6. <u> </u> <u>T</u> |
| 2. <u> </u> <u>F</u> | 7. <u> </u> <u>T</u> |
| 3. <u> </u> <u>T</u> | 8. <u> </u> <u>F</u> |
| 4. <u> </u> <u>T</u> | 9. <u> </u> <u>T</u> |
| 5. <u> </u> <u>T</u> | 10. <u> </u> <u>T</u> |

HANDOUT 2

527 Elm Street
Doniphan, Missouri 63935
January 15, 1974

Mr. Harrison Wells, Personnel Director
Vitronics, Incorporated
Highway 160
Doniphan, Missouri 63935

Dear Mr. Wells:

This is to inform you of my resignation as a typist with your company effective February 15, 1974.

My association with Vitronics, Incorporated has been a pleasant and rewarding experience. However, in order to reach my full potential in a career, I need additional education. With that thought in mind, I am enrolling in the Department of Business Education at Southeast Missouri State University.

I shall miss working with you and your company. Thank you for the opportunity of working for your company the past two years.

Sincerely,

Mary McDonald

APPENDIX A
VOCABULARY AND SPELLING

ability	occupation
advancement	orientation
alternative	
aptitude	patience
anxiety	perseverance
automation	persuasive
avocation	personality
	philosophy
brochure	phobia
	potential
career	prestige
category	priority
collective-bargaining	production
computational	profession
communication	profile
concentrate	
consult	rapport
contribution	recreation
cooperation	relevant
coordination	research
counsel	resignation
curriculum	
	self-identity
discrimination	sequence
	specialize
economy	speculate
emotion	supervisory
execute	
executive	technical
experience	transcript
flexible	vocational
initiative	
integrate	
integrity	
interaction	
interview	
intuition	
leisure	
literary	
management	
monitoring	
motivate	

A P P E N D I X

APPENDIX B
PRE AND POST TEST
CAREER ORIENTATION AND EXPLORATION
(Grade 8)

SCORE _____

NAME _____

I. Place a T or an F before these true or false questions.

1. ___ A person can have an occupation and still be unemployed.
2. ___ Demand is a greater factor in career decision than personal satisfaction on the job.
3. ___ Unskilled labor is frowned upon and should be avoided in choosing a career.
4. ___ Men and women have practically the same life expectancy in years.
5. ___ Once an occupational commitment is made, a person should stay with it.
6. ___ Conditions during the 1800's caused the people of the North to have slightly different views toward work from those of the South.
7. ___ Students should be made aware of the characteristics that employers look for when selecting applicants.
8. ___ Each person has some skill.
9. ___ In the early history of the United States, most people worked at or near the home.
10. ___ Initiative, tact, and reliability are keys to a successful career.
11. ___ Work uses much of a person's energy and a clever worker is one who does what interests him while he is earning a salary.
12. ___ The interest one develops while in school has no influence on the type person one might choose for a husband or wife.
13. ___ Pride in one's work usually results in a job well done.
14. ___ Attitudes develop from the way one feels and thinks about others.
15. ___ Interests are a result of our experiences.
16. ___ It was more difficult to choose a job in the early days of our nation than it is today.

17. ___ There are more white-collar workers than there are blue-collar workers.
18. ___ In the occupational arrangement of the Dictionary of Occupational Titles there are nine different categories.
19. ___ It is you who will determine how successful you will be in learning to get along in the World of Work.
20. ___ When you are well informed, selecting the right occupation is an easy task.

II. Place a check mark before the best answer.

1. The best guide to choosing an occupation is to
- ___ a. read want-ads in newspapers
 - ___ b. find out all you can about the highest paying jobs
 - ___ c. try to learn all you can about your skills, abilities, and interests and match them with a job using these characteristics
2. Career development is
- ___ a. an ongoing process
 - ___ b. ended when a person enters the World of Work
 - ___ c. most important in Junior High School
3. The main purpose of classes in occupational orientation is
- ___ a. To encourage individuals to make a definite job choice during the school years
 - ___ b. to teach students definite job skills
 - ___ c. to provide individuals with a sound basis for job choices
 - ___ d. to help the students get a job for summer
4. In considering a job change one should
- ___ a. let his boss know in advance
 - ___ b. give his boss an oral or written announcement well in advance and express his appreciation for past favors received
 - ___ c. tell his co-workers he is quitting so they can tell his old boss
 - ___ d. just not bother to return to his old job after receiving another one
5. If you are to be liked by others you must
- ___ a. like yourself
 - ___ b. take advantage of others
 - ___ c. trust all others

6. All the things that have happened to you since you were born
- ☐ a. are your experiences
 - ☐ b. have formed the permanent person you will be
 - ☐ c. have little to do with your attitudes and abilities
 - ☐ d. are unimportant since change must come from within one's own self
7. One quality that will help a person most to advance in the World of Work is
- ☐ a. perseverance
 - ☐ b. conceit
 - ☐ c. bossiness
 - ☐ d. shyness
8. Interest can best be defined as
- ☐ a. how well you are able to do a job
 - ☐ b. concern, satisfaction, or pleasure in a thing or an activity
 - ☐ c. what one does that uses up energy
 - ☐ d. the activity in which one finds the most people engaged
9. An individual's interests usually begin to stabilize by
- ☐ a. 10 years of age
 - ☐ b. 14 years of age
 - ☐ c. 18 years of age
 - ☐ d. 21 years of age
10. The following characteristics will affect your success on a job
- ☐ a. initiative
 - ☐ b. tact
 - ☐ c. reliability
 - ☐ d. all of these
11. Which person would be apt to do the most physical work
- ☐ a. professional worker
 - ☐ b. service worker
 - ☐ c. clerical worker
12. If you make a mistake on your job
- ☐ a. just admit your failure and quit immediately
 - ☐ b. blame it on someone else
 - ☐ c. act as if you didn't know a mistake had been made
 - ☐ d. admit the mistake and say you'll try to do better

13. A letter of resignation should give your employer a notice of

- a. one month
- b. six months
- c. two weeks
- d. one week

III. Fill in the blanks with the correct word taken from the list below

clerical	beautician	professional
attitudes	service	personal
career	salesman	interview
perseverance	reliability	alternative
occupation	aptitudes	

1. Selecting _____ goals is a must when planning for a successful and satisfying life.
 2. _____ occupations contain jobs such as motel maid, laundryman, or waitress.
 3. An occupation such as a stenographer would be classed as a _____ occupation.
 4. A _____ type of occupation usually takes more formal education than any of the other types.
 5. A _____ would be a service type of occupation.
 6. A scheduled meeting to discuss the possibility of employment with an employer would be called an _____.
 7. _____ would be a characteristic one might have if he generally liked to stay with a task until it was completed.
 8. A stage in the decision-making process might be called an _____.
 9. One's life work might best be called his _____.
 10. A person's natural talents are known as his _____.
- IV. List 5 things that should be on your personal-data sheet before you go for a job interview.

- 1.
- 2.
- 3.
- 4.
- 5.

V. List some positive and negative traits of personality.

Positive traits

- 1.
- 2.
- 3.

Negative traits

- 1.
- 2.

CAREER ORIENTATION AND EXPLORATION
(Grade 8)

TEST KEY

I. True - False

- | | | | |
|-------------|--------------|--------------|--------------|
| 1. <u>T</u> | 6. <u>T</u> | 11. <u>T</u> | 16. <u>F</u> |
| 2. <u>F</u> | 7. <u>T</u> | 12. <u>F</u> | 17. <u>T</u> |
| 3. <u>F</u> | 8. <u>T</u> | 13. <u>T</u> | 18. <u>T</u> |
| 4. <u>F</u> | 9. <u>T</u> | 14. <u>T</u> | 19. <u>T</u> |
| 5. <u>F</u> | 10. <u>T</u> | 15. <u>T</u> | 20. <u>F</u> |

II. Best Answer

- | | | | |
|-------------|-------------|-------------|--------------|
| 1. <u>c</u> | 4. <u>b</u> | 7. <u>a</u> | 10. <u>d</u> |
| 2. <u>a</u> | 5. <u>a</u> | 8. <u>b</u> | 11. <u>b</u> |
| 3. <u>c</u> | 6. <u>a</u> | 9. <u>c</u> | 12. <u>d</u> |
| | | | 13. <u>c</u> |

III. Blanks

1. personal
2. service
3. clerical
4. professional
5. beautician
6. interview
7. perseverance
8. alternative
9. career
10. aptitudes

IV. Personal-data sheet

- 1.
- 2.
- 3.
- 4.
- 5.

V. Personality traits

- 1.
- 2.
- 3.
- 4.
- 5.

(TOTAL POINTS -- 53)

APPENDIX C
CAREER ORIENTATION AND EXPLORATION
(Grade 9)

SCORE _____

NAME _____

I. Place a T or an F before these true and false questions.

1. _____ Planning a future career should be flexible instead of pin-pointing one specific job.
2. _____ Experimentation with different jobs is considered a loss of time in decision making as it relates to job satisfaction.
3. _____ Many writers believe occupational choice is a basic expression of personality organization.
4. _____ Duties within job clusters or job families differ greatly in many respects.
5. _____ Work always involves monetary rewards.
6. _____ Work ethics are the same in all countries.
7. _____ Upon graduation from high school, final career choices should definitely be made.
8. _____ Standards of living are determined only by the kind of work the individual does.
9. _____ Work aids in meeting the social and psychological needs of man.
10. _____ The basic purpose of unions is to protect employees.
11. _____ Personality factors have much to do with job dismissals.
12. _____ When you look and feel your best you are more poised and confident.
13. _____ A student must recognize his own feelings and emotions for what they are even if he is a little ashamed of them at times.
14. _____ Responsibility involves taking action without being told.
15. _____ Individual aptitudes and interests can be tested thereby resulting in possible job placement best suited for the individual.
16. _____ Interest is synonymous with ability.

17. ☐ All occupations have a six-digit code classification in the Dictionary of Occupational Titles.
18. ☐ Volume II of the Dictionary of Occupational Titles has the same format and purpose as Volume I.
19. ☐ A cluster of occupations consists of the various jobs that are necessary to conduct a certain enterprise.
20. ☐ There are more white-collar workers than there are blue-collar workers.
21. ☐ The need for service workers is declining.
22. ☐ Personal values are important in considering a job selection.
23. ☐ Structural work occupations are in the same category as the professional occupations.
24. ☐ Success in a career is based upon your attitude toward success.
25. ☐ A handicap is never really a liability until the individual views it as such.

II. Place a check mark before the best answer.

1. Job families pertain to
 - ☐ a. all the members of a family and what their jobs are
 - ☐ b. all occupations within one interest area
 - ☐ c. neither a or b above
2. If you are fully trained in a job you are doing today
 - ☐ a. there is little need for further training
 - ☐ b. there may be need for further training
 - ☐ c. your job could become obsolete because of technological changes
3. Career development is
 - ☐ a. an ongoing process
 - ☐ b. ended when a person enters World of Work
 - ☐ c. most important in Junior High School
4. The occupation most likely available to a person with a high school diploma and no specialized training would be
 - ☐ a. journeyman carpenter
 - ☐ b. engineer
 - ☐ c. practical nurse
 - ☐ d. assembly line worker

5. The resource most likely to give one the most reliable information about a job would be
- ☐ a. his counselor
 - ☐ b. his English teacher
 - ☐ c. Dictionary of Occupational Titles
 - ☐ d. novels about college life
6. Based on current trends, educational and training requirements for jobs are likely to
- ☐ a. increase
 - ☐ b. decrease
 - ☐ c. be unpredictable
 - ☐ d. remain the same
7. All adolescents find out sooner or later that it is up to them to get along with a wide variety of other people. When they are uncertain of their ability to cope with these situations
- ☐ a. they develop self-confidence
 - ☐ b. they begin to trust themselves too much
 - ☐ c. anxieties develop
 - ☐ d. they develop a keen awareness for the consideration of others
8. Environment has been proven
- ☐ a. to be a strong force in determining the kind of person one will become as an adult
 - ☐ b. to be a small determining force in the kind of person one will become as an adult
 - ☐ c. to be a mediocre influencing force in determining the kind of person one will become as an adult
 - ☐ d. to have absolutely no influence in the kind of person one will become as an adult
9. The psychologist who has divided interests into ten major areas and designed a survey for pointing out the individual's interest pattern is
- ☐ a. Rogers
 - ☐ b. Wren
 - ☐ c. Kuder
 - ☐ d. Freud
10. It is important to develop new interests because
- ☐ a. technological changes might make an occupation obsolete
 - ☐ b. the more activities you know about, the broader your interests may become
 - ☐ c. your future plans are more flexible
 - ☐ d. all of these

11. Persons selecting an occupation should decide upon personal goals

- ☐ a. before choosing the occupation
- ☐ b. after choosing the occupation
- ☐ c. while choosing the occupation
- ☐ d. at no particular time during the choosing of an occupation

12. The cheapest way to get financial aid for going to college would be

- ☐ a. from a bank
- ☐ b. from a loan agency
- ☐ c. from a government loan
- ☐ d. from an individual

III. Match the following words with their definitions. Place the letter of the right word in the blank before the definition of that word.

- | | |
|----------------|--|
| a. prestige | <input type="checkbox"/> 1. outlook or rules one lives by |
| b. aptitude | <input type="checkbox"/> 2. inborn traits that guide you into certain areas of work suited for you |
| c. avocation | <input type="checkbox"/> 3. the end to which one's effort is directed |
| d. philosophy | <input type="checkbox"/> 4. that which a person is capable of doing |
| e. motivate | <input type="checkbox"/> 5. a job or activity pursued in addition to one's main occupation |
| f. relevant | <input type="checkbox"/> 6. move to action |
| g. potential | <input type="checkbox"/> 7. to unite with something else |
| h. integrate | <input type="checkbox"/> 8. meaningful or related to |
| i. goal | <input type="checkbox"/> 9. a pamphlet usually describing a certain place or thing |
| j. brochure | <input type="checkbox"/> 10. an introduction to or acquainting with an existing situation |
| k. integrity | |
| l. category | |
| m. priority | |
| n. orientation | |

Fill in each blank with a word taken from the following list of words

comfort	anxiety
emotion	conceit
personality	interaction
acceptance	category
self-esteem	initiative
integrity	tact
rapproch	

1. One has a quality or characteristic when he adheres to a code of moral or other values. Then he is said to possess _____.
 2. _____ is the totality of characteristics or traits of a person that makes him different from other persons.
 3. When a person adapts himself to prevailing standards or customs he is said to _____.
 4. One is showing _____ when he shows energy or aptitude in beginning action toward a goal.
 5. A mental and (or) bodily action toward a strong feeling can be called a sign of _____.
 6. _____ is a showing of excessive appreciation of one's own worth or virtue.
 7. When one has a harmonious accord or relation with his co-workers he is said to have _____.
 8. When a person displays painful or apprehensive uneasiness of mind over something, he is said to show _____.
 9. _____ is a word meaning self-respect.
 10. _____ is a keen understanding of how to act in order to get along well with others.
- Discuss 10 characteristics of personality. Tell how each trait might be beneficial or not be beneficial to a person in the World of Work. Underline one of these traits you think you possess. (3 points).

2.

3.

VI. Name 5 Occupational Categories of the Dictionary of Occupational Titles.
(5 points)

1.

2.

3.

4.

5.

CAREER ORIENTATION AND EXPLORATION

(Grade 9)

TEST KEY

I. True-False

- | | | | | |
|-------------|--------------|--------------|--------------|--------------|
| 1. <u>T</u> | 6. <u>F</u> | 11. <u>T</u> | 16. <u>F</u> | 21. <u>F</u> |
| 2. <u>F</u> | 7. <u>F</u> | 12. <u>T</u> | 17. <u>T</u> | 22. <u>T</u> |
| 3. <u>T</u> | 8. <u>F</u> | 13. <u>T</u> | 18. <u>F</u> | 23. <u>F</u> |
| 4. <u>T</u> | 9. <u>T</u> | 14. <u>T</u> | 19. <u>T</u> | 24. <u>T</u> |
| 5. <u>F</u> | 10. <u>T</u> | 15. <u>T</u> | 20. <u>T</u> | 25. <u>T</u> |

II. Best Answer

- | | | | |
|-------------|-------------|-------------|--------------|
| 1. <u>b</u> | 4. <u>d</u> | 7. <u>c</u> | 10. <u>d</u> |
| 2. <u>c</u> | 5. <u>c</u> | 8. <u>a</u> | 11. <u>a</u> |
| 3. <u>a</u> | 6. <u>a</u> | 9. <u>c</u> | 12. <u>c</u> |

III. Matching

- | | |
|-------------|--------------|
| 1. <u>d</u> | 6. <u>e</u> |
| 2. <u>b</u> | 7. <u>h</u> |
| 3. <u>i</u> | 8. <u>f</u> |
| 4. <u>g</u> | 9. <u>j</u> |
| 5. <u>c</u> | 10. <u>n</u> |

V. Personality traits

- 1.
- 2.
- 3.

VI. Occupational Categories

- 1.
- 2.
- 3.
- 4.
- 5.

(any 5 out of 9)

IV. Blanks

- | | |
|----------------|----------------|
| 1. integrity | 6. conceit |
| 2. personality | 7. rapport |
| 3. conform | 8. anxiety |
| 4. initiative | 9. self-esteem |
| 5. emotion | 10. tact |

(TOTAL POINTS 240 65)